

DOCUMENT RESUME

ED 146 399

08

CE 013 360

TITLE Career Education. Research Report 1977-3.
INSTITUTION National School Boards Association, Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO NSBA-PR-1977-3
PUB DATE 77
GRANT G007604166
NOTE 50p.
AVAILABLE FROM National School Boards Association, 1055 Thomas Jefferson Street, NW, Washington, D.C. 20007 (\$3.50)

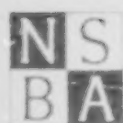
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrator Role; Board of Education Role; *Career Education; Concept Formation; *Definitions; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Financial Support; *Program Development; School Administration; *School Districts

ABSTRACT

Intended to aid school board members and administrators in their understanding of career education, this report synthesizes the contents of six regional career education seminars sponsored by the National School Boards Association and the National Association of School Administrators. Focus is on what career education is (the idea that schools should pay attention to what kids know about work), why it should be attempted by schools, and how it is done. In each chapter general discussion of the issues is followed by excerpts from conference presentations by national spokesmen for career education, school board members and administrators from school districts with major career education activity, state career education coordinators, and representatives of business, labor, parents, and others. Topics emphasized in the definition chapter include the need to blend and balance the academic and the practical, to teach adaptability skills and the desire to work, and to define career education locally. A rationale chapter is devoted to the arguments of those supporting career education and one to those opposing it. The final and most extensive chapter deals with techniques in program and personnel development for a school district. Emphasis is on dealing with constituents and sharing power, various means of financing, and implementing systematically with provision for planning and specification of objectives. (JT)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED146399



National School Boards Association

RESEARCH REPORT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Lee Van Bremen

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

Research Report 1977-3

CAREER EDUCATION

GRANT NUMBER G007604166

The material in this publication was in part prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

CE 013 560

National School Boards Association

Will D. Davis, President

Thomas A. Shannon, Executive Director

Jeremiah Floyd, Assistant Executive Director, Institute Division

James A. Mecklenburger, Director of Research

Stephen H. Kreimer, Associate Project Director,
Career Education Project

Mary Ellen Sera, Research Assistant

Don E. Blom, Assistant Executive Director,

Administration and Membership Services Division

Lee VanBremen, Membership Services Director

Research Report 1977-3

Career Education

Price of Report: Single Copy \$3.50. Discounts on quantity orders:

10-49 copies, 10%; 50-99 copies, 15%; 100 or more copies, 20%. Shipping
and handling charges will be added to billed orders.

Reproduction: No part of this Research Report may be reproduced in any
form without prior written permission from the NSBA Membership Services Department.
Address communications to the Membership Services Director, National School
Boards Association, 1055 Thomas Jefferson Street, N.W.,
Washington, D.C. 20007.

Information reported in NSBA Research Reports does not necessarily
reflect official viewpoints of the Association.

Copyright © 1977 by National School Boards Association
All Rights Reserved.

CONTENTS

Foreword	v
Introduction	1
I. Definition: What Career Education Is, and What It Is Not	3
MARLAND: <i>Helping people grow up to work</i>	3
BRICKELL: <i>Blending and balancing the academic and the practical</i>	4
HOYT: <i>Teaching adaptability skills and a desire to work</i>	6
RAYMOND AND SAMPIERI: <i>First, define Career Education, locally</i>	9
II. Why Have Career Education	11
ASLANIAN: <i>The public wants Career Education. There's evidence it makes a difference</i>	11
PIERCE: <i>A strategy for reform of schools</i>	13
BRICKELL: <i>Eliminating our "two-tiered" system of education</i>	13
STAMPS: <i>Stimulating people . . . to help our children learn</i>	13
HOYT: <i>To look at education, work, life in a more personal way</i>	14
KIMMEL: <i>A National PTA priority to renew the motivation of students</i>	14
III. Why <u>Not</u> to Have Career Education	17
AFL-CIO: <i>Problems with ways Career Education has been interpreted</i>	17
BASIC EDUCATION: <i>First and foremost</i>	19
BARR: <i>Beware of implementation which destroys the ideals</i>	19
TWO CRITICAL REVIEWS: <i>Career Education is flawed by a romantic view of the world of work</i>	20
IV. Getting Things Underway: How to Develop Programs— and People	23
SAMPIERI: <i>Policy development: Maintain an ongoing dialogue with your constituents</i>	23
<i>Financing Career Education programs</i>	26
STAMPS: <i>You never lose power by sharing it</i>	30
RAYMOND: <i>Time to define and time to plan</i>	33
SHIRLEY: <i>Implementing Career Education Systematically</i>	34
ASLANIAN: <i>Evaluation: Specify your objectives</i>	38
Appendices	41
A. Biographies	43
B. Some Career Education Project Summaries	46
C. ICES—Basic Learner Outcome Categories.	49

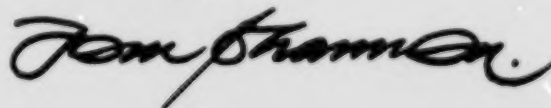
FOREWORD

This Report culminates one episode in a welcome trend in public education and in the work of local school boards.

The trend is a renewal of public interest, and of school board interest, in the most fundamental questions about schooling: What are schools for? What are our priorities? What should be learned and taught? Surveys of public attitudes show high public concern for such topics as Basic Education, reading skills, Moral Education, and Career Education. NSBA surveys of board members show that they share these specific concerns as well as having great interest in the role that school boards play in curriculum development and in program evaluation.

The episode is a series of six Seminars, co-sponsored by NSBA and the American Association of School Administrators, to focus the attention of school decision makers on one important curriculum issue: Career Education. This Report distills the substance of those Seminars. As the Seminars made it possible for leaders of more than 300 school districts to consider the significance of Career Education, we trust this Report will assist hundreds of other school districts to consider Career Education.

Through increased attention to such issues as Career Education, we believe that school boards and school boards associations demonstrate their responsiveness to the concerns of the publics they serve and their leadership role in public education.



Thomas A. Shannon, Executive Director
National School Boards Association

INTRODUCTION

This Research Report is about an idea. It's not a new idea, nor complicated. Rather, it is one of the fundamental ideas which Americans have considered, and sometimes adopted, since the beginning of American public education. In a nutshell, that idea is this: *Schools should pay attention to what kids know about work.*

In 1971, then U. S. Commissioner of Education Sidney Marland sought to increase attention to this idea. To do this, he employed a common practice: He gave the idea a venerable name. And so, in the 1970s, the idea that *schools should pay attention to what kids know about work* became known as "Career Education."

American public school leaders have the linguistic habit of labelling pet concerns with titles that fit the form "X Education." Every new "X Education" is called innovative, even revolutionary, by its advocates, faddish by its critics. Once an idea is saddled with an "X Education" label, there is a predictable pattern of behavior which follows on the part of American educators. First comes endless argument over definition: "What is X Education?" Proponents and opponents debate need: "Why have X Education?" Professors and experts and teachers flock to meetings and publishers to demonstrate "How one does X Education." If the idea becomes appealing, in school districts and state departments and universities there will develop a cadre of people with titles such as "X Education Coordinator" and "Director of the X Education Project" and "Professor of X Education." Often there are attempts to create "X Education" legislation. All the while, most educators pay "X Education" little heed, believing that sooner or later this latest in a long string of X's will go away.

If it doesn't go away, after some years, one begins to hear that "X Education is more than a

fad." Board members from across the country ask each other at meetings, "Do you have X Education in your district?" There is talk of an "X Education bandwagon developing."

This predictable pattern has been the history of "Career Education."

Early in the discussion of Career Education, the National School Boards Association responded positively to the idea behind the label. NSBA's Resolutions have, since 1971, endorsed "Comprehensive Career Education." In 1976, a Task Force of school board members from across the nation studied the Career Education concept,¹ and on the basis of the Task Force's recommendation, the NSBA Delegate Assembly in 1977 adopted this Resolution:

4.3.3 Comprehensive Career Education. In recognition of the prime importance of work in our society and in recognition of the role that the schools play in the lives of all Americans, the National School Boards Association believes that the constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum beginning with the primary grades.

NSBA also believes that career education, which combines academic subjects and an exposure of students to the world of work should improve the learning process for most students. Also, it is desirable to involve community resources to provide career exploration for students.

Where necessary and advisable, minimum state wage and child labor laws should be revised to accommodate changing requirements of career education.

The Task Force based its recommendation upon these observations about Career Education. These observations may also serve the reader as a summary of this Report.

1. Career Education is a concept. It can lead to many kinds of programs, all designed to refocus the educational process and bring relevance into the classroom.
2. Career Education is not vocational edu-

¹ Members of the Task Force, as one of their activities, attended one of the six NSBA-AASA Career Education Seminars on which this Report is based.

cation, though vocational education can be considered a part of Career Education.

3. The implementation of Career Education is a grass root effort. It differs from state to state depending upon the leadership and the degree of understanding and acceptance.

4. Among the proponents of Career Education are parents groups (i.e., the PTA), educators, and organized business (i.e., Chamber of Commerce, National Alliance of Businessmen). Concern has been voiced by organized labor about possible loss of jobs by senior employees to lower-paid youth, reintroduction of child labor, and non-involvement of labor at the planning level. Back-to-basics advocates have expressed concern that Career Education is another add-on that will detract from basic instructional programs.

5. Career Education can enhance instruction in skills development.

6. In order for Career Education to be effective in a school district the involvement of parents, business, educators, and labor is a prerequisite in planning.

7. The implementation of Career Education can be facilitated by the early involvement and support of school board members.

8. Career Education at the school district level requires a set of goals and purposes; that is, it should effect school board policy.

9. Career Education has never been tightly defined; therefore, school boards can and should exercise a great deal of creativity in implementing the Career Education concept.

10. Some legal problems have been identified, such as compensation for students during career exploration and the question of who is liable when students are using community resources, which districts must consider.

11. Career Education places a new perspective on each department within a school, but particularly the counseling service which must assist with career development, skills development, vocational aptitude, and potential placement.

In 1976, NSBA and the American Association of School Administrators (AASA) each proposed to the Office of Career Education (in the U. S. Office of Education) that, if discussion of Career Education were going to make a real difference in

schools, two crucial groups—superintendents and school board members—had to understand Career Education. These are the policymakers and policy implementers, each association argued in its proposal; if *they* do not give Career Education a green light, nothing will happen.

The proposals were accepted. With the Office of Education grants, the NSBA-AASA Career Education Project fielded six regional Seminars during 1976-77. School districts were invited to send a team of four persons: two board members, the superintendent, and an administrator with Career Education interest. Such teams, or portions of such teams, a total of over 1,300 people, attended the Seminars from more than 300 school districts.

Faculty consisted of national spokesmen for Career Education, school board members, and administrators and practitioners from school districts with major Career Education activity, state Career Education coordinators, and representatives of business, labor, parents, and others with points of view about Career Education.

NSBA Research had responsibility for NSBA's role in the Career Education Project, and this Research Report grows from that experience.

The central questions about Career Education are those which face any "X Education": What is Career Education? Why attempt Career Education? How is Career Education done? In this Report, we have distilled the best answers to these questions from the six regional Seminars. The reader should not regard this Report, then, as a typical Conference Report; rather, it synthesizes for the reader what he might have learned himself had he attended a Seminar.

For this reason we urge the reader to adopt the same frame of mind we urged upon participants at the Seminars: We believe school board members and administrators need to think seriously about Career Education. Toward this end, we have collected from across the nation the best and most provocative thinking about Career Education in order to help boards and administrators think about it. We are not advocating Career Education in these pages, but we are giving the advocates space to do so themselves; we have given space to those with criticisms of Career Education as well. If Career Education is to become meaningful in school districts, it will be, in part, because readers of this Report decide to make it so.

I. DEFINITION: What Career Education is, and what it is not

If there is a single conclusion to be reached from this chapter on definition, it is this: *Career Education will be what school districts make of it.* As the NSBA Task Force on Career Education said, "Career Education is a concept. It can lead to many kinds of programs Career Education has never been tightly defined; therefore, school boards can, and should, exercise a great deal of creativity in implementing the Career Education concept." The reader should remember that "Career Education" is but a label applied to the idea that *schools should pay attention to what kids know about work* (see INTRODUCTION, page 1). That idea, if adopted, might lead to many kinds of activities. School boards decide which kinds of activities are appropriate to their districts. In these pages we highlight the thoughts of several Seminar speakers.² At the Poston Seminar, the originator of the term "Career Education," Dr. Sidney Marland, discussed why, when he coined the term in 1971, he declined to give it a definition. Dr. Henry "Mitch" Brickell, a frequent evaluator of Career Education projects, opened each Seminar by placing "Career Education" in an historical and conceptual perspective. Later in each Seminar, Dr. Kenneth B. Hoyt, director of the Office of Career Education, discussed the problem of definition in terms of what Career Education intends to accomplish. Toward the close of each Seminar, Dr. Carolyn Raymond of the Mesa, Arizona, Public Schools and Robert Sampieri of the Los Angeles Unified School Dis-

trict emphasized the necessity of creating home-grown definitions before work begins to implement Career Education in a school system.

MARLAND

Helping people grow up to work

In the early years of Career Education, when Marland first popularized the idea as U.S. commissioner of education in 1971; he declined to define the term in the hope that the idea would result in "releasing the creativity of other people as they hammer out definitions suitable for their needs."³

As envisioned by Marland, the Career Education idea provided the leverage "to undertake immediately the reformation of our entire educational system."⁴

"We've come a long way since 1971. And we've done so with no federal mandates! Career Education is its own salesman, and federal funding over these past six years has served only to support local desires to answer student needs by estab-

³ Later, as federal support of Career Education grew, dissatisfaction over the ambiguity of the term Career Education brought about an official definition: "Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living."

⁴ To launch his program in 1971, Marland allocated from his office's discretionary funds some \$18 million for Career Education. It paid for a new Office of Career Education in USOE and financed a campaign to persuade states and local districts to take up the idea.

² Biographies of each speaker mentioned in this Report, including their address and telephone, will be found in Appendix A.

lishing programs—programs that are individually designed with *local* definitions of Career Education.

"Conversations about 'What is it?' are fatuous and unnecessary. Career Education's greatness lies in its broad scope. Moreover, the definitional problem is not a real one: Such parallel arguments exist in many other concepts, say, 'liberal arts,' for one.

"Career Education, simply stated, is merely 'helping people grow up to work (both economically compensated work and otherwise).' Some claim that Career Education is a slogan in search of substance. Not so! Career Education has outlived the phase when it could be considered an educational fad. It is a substantial movement now afoot; in the past six years, modest sums of government moneys to facilitate 'reforms' have brought swift changes. Nine thousand school districts are somehow involved in some facet of Career Education.⁵ And one of the best things about it is that there are no federal should's, ought's, or must's.

"One of the first goals of the Career Education philosophy is to make the idea of work understandable, even by the very young in our elementary schools. The idea of Career Education is not a new one; it was not a new idea in 1971. It has been an underlying concept of civilized peoples' self-development since the beginning, that is, *growing up to work*.⁶

"But, somehow, over the generations, 'education' has come to mean 'schooling' and 'learning' has come to mean something that happens only in schools and colleges—that growing up to work was something that happened *outside* schools and colleges, and never the twain should meet.

"Career Education's message was and remains a

⁵ Today, all 50 state departments of education house special offices for Career Education. A recent study by the American Institutes for Research (AIR) reports that Career Education is underway in 9,300 of the nation's 16,740 school districts; 14 states have passed acts mandating some form of Career Education; 200 pilot projects are receiving federal funds; 219 teacher training institutions are offering courses to help teachers cope.

⁶ This and the next three paragraphs are excerpted from *Career Education Update*, the speech delivered by Marland at the Commissioner's National Conference on Career Education, November 8, 1976, and published by the National Advisory Council for Career Education.

sincere call for reform that says the two—learning and working—are rightly inseparable, that work is not mean or repulsive, and that education has a very essential part to play, at all grades, and for all ages, in helping people ready themselves for work—intellectually, socially, economically, emotionally, yes, spiritually.

"This reform applies to the schools and colleges, but it also asks for reform in those other places that contribute so much to the education of our people *outside* the classrooms. It asks for new commitments from business, labor and industry, from governments at federal, state, and local levels. It asks for a larger order of humaneness from the American people altogether as they attempt to enlighten the lives of others, especially the young, through better education—not only that which happens in schools and colleges."

Marland sums up Career Education by stating that the word "career" itself is derived from the Latin word meaning "road;" thus by implication, one's life-path or totality of life. Says he, "Career Education *does* include scholarly pursuits, strengthens mental health, and invites self-fulfillment. It does *not* include predestination (as some people imply that it does) or forced career choices. If it did, it would be terrible."

BRICKELL

Blending and balancing the academic and the practical

"Mine is a bicentennial reflection. Career Education is a 200-year-old American idea of putting the two parts of education together, blending the 'academic' and the 'vocational.' It's been in the educational works in the United States since the days of Benjamin Franklin.

"Our educational system, like almost all others throughout the world, is a transplant from Europe. It still reflects, in some obvious respects, the two-tiered system—that is, a system wherein one's 'liberal' education is separated from his 'vocational' education. First, we complete a person's liberal education; then we give him a vocational education."

Brickell asks his audience, "How many of you went to a vocational school?" He gets very few hands. Then he explains that 'vocational' means

not just typing, or auto mechanics. 'Vocational' includes law schools, schools of education, medical schools, engineering schools, divinity schools—whatever provides one with the entry skills for earning one's living. When Brickell asks, again, "How many of you went to a vocational school?" virtually every school board member and administrator in the room raises his hand.

"We in America have done more than most other nations to change the two-tiered system, to make a distinctly American brand of education more reflective of our own local values, tradition, methods.⁷ The history of American education is one of attempts to blend and balance the 'academic' and the 'vocational,' the intellectual and the practical. Career Education is anything but a new idea; if you look back across American history, you can find event after event which took out the big wrench and tried to adjust the European educational machinery we inherited.

"An example, going back 200 years, is 'vocational education.' In America, as the old European tradition of the craft guild and of apprenticeships faded, the concept of 'vocational education' grew. To bring vocational education *into the school* is a particularly American notion.

"Ben Franklin opened an Academy, 200 years ago, to demonstrate the harmonious combination between academic and vocational skills in a single school. This Academy was a distinctly American invention, combining intellect and practicality, producing a liberally educated person with a well-developed sense of what's useful.

"The Morrill Act of 1862 was the beginning of Land Grant Colleges. They were, in a sense, the collegiate vocational layer on a high school academic cake—not for lawyers and ministers but for farmers and mechanics. That brought vocational education indoors, into the school, at the college level.

"John Dewey, in 1915, opened an experimental high school in Chicago on the University of Chicago campus to demonstrate the harmonious combination of academic and vocational skills at the high school level. A pragmatic philosopher,

⁷ More of Brickell's view about the desirability of eliminating the two-tiered pattern is presented in the next portion of this Report.

Dewey stated that 'the key of the present educational situation lies in the gradual reconstruction of school materials and methods so as to use various forms of occupations that typify social callings and to bring out the intellectual and moral content of those jobs.'⁸

"The Smith-Hughes Act, in 1917, influenced high schools as the Morrill Act had influenced the colleges. It brought vocational courses into the high school. Those high school vocational courses provided the high school vocational layer on the elementary school academic cake—still the second tier on a two-tiered plan—but America had moved vocational training down into the high schools.

"Fifty years later, in the Vocational Education Act of 1968, we signalled the beginning of the end of the two-tiered system by introducing vocational concerns into the elementary schools.

"It is quite obvious from recent surveys of public opinion that Career Education is very much in keeping with the traditional American viewpoint that it is not enough to know something; you have to be able to do something. Career Education may stand at the exact intersection of public aspirations toward education (biased toward the practical and useful) and professional aspirations toward education (tending toward the liberal and intellectual). It may be the ideal kind of compromise in reforming and improving the educational system, if the professionals can agree that there is no conflict between a liberal education and a useful education."

So, as Brickell sees it, Career Education is one more step in an historical pattern to accommodate two educational purposes: education for the mind, and education for economic survival.

If Career Education is part of a trend to blend and balance two purposes of education, then one might ask, why in the 1970s are people pressing for a new 'blend' and a new 'balance?' The answer is to be found in the assertion that schools now place too much attention on a person's 'liberal' education and not enough attention on the utilitarian task of preparing for work.

An adult in our society has not one 'life' after

⁸ *Democracy and Education*.

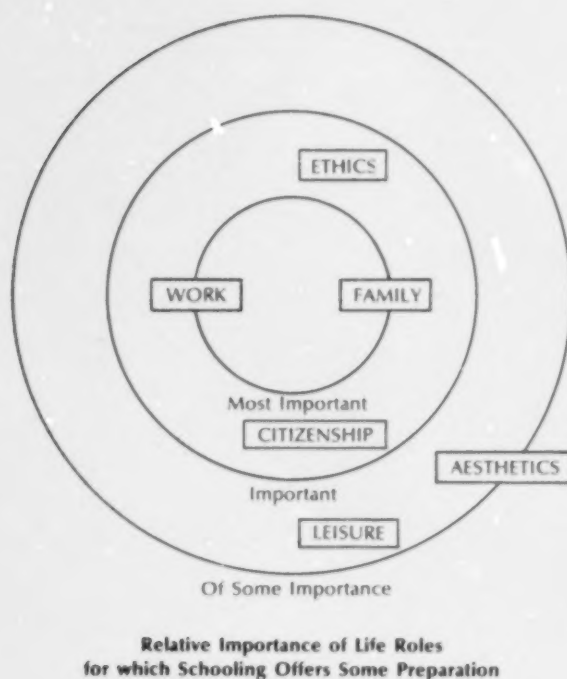


Figure 1

school, but six 'life roles,' namely, Aesthetics, Citizenship, Ethics, Family, Leisure, and Work. In some measure, schools try to prepare a student to succeed in all six life roles. But as policymakers, school boards are in the position to consider what portion of a school district's time and resources will be given to preparation for each. Since "people have different views and ideas about life, we must consider the relative importance of these various life roles."

Brickell displays a set of concentric circles, looking like a dart board, where the center circle means 'most important.' Then by show of hands, he asks his audience to decide which life roles are most important, which of lesser importance for the schools to consider. Typically, participants at the Seminars produced a pattern such as that in Figure 1.

Figure 1 demonstrates graphically that school board members and administrators regard 'work' as among the most important life roles for which schools prepare people.

"A look at the school curriculum, as it relates to the six life roles, however, as revealed in Figure 2, shows that schools do not give 'work' a priority

status. A large portion of the sciences, higher mathematics, literature, foreign languages—have little or no 'work' focus; they compose a person's 'liberal education.' Family, Citizenship, Ethics, Leisure, and Aesthetic life roles each are served by one or more elements of the curriculum of a typical school district. It might be argued that reading and writing skills, and arithmetic skills, serve all six life roles, including work. But only vocational education addresses work, *per se*, and that for only some students. Despite the fact that work composes perhaps 30% of an adult's life, and despite the observation that school leaders regard work as an important area for school to prepare youngsters, work is given a very small percentage of the total attention of the school.

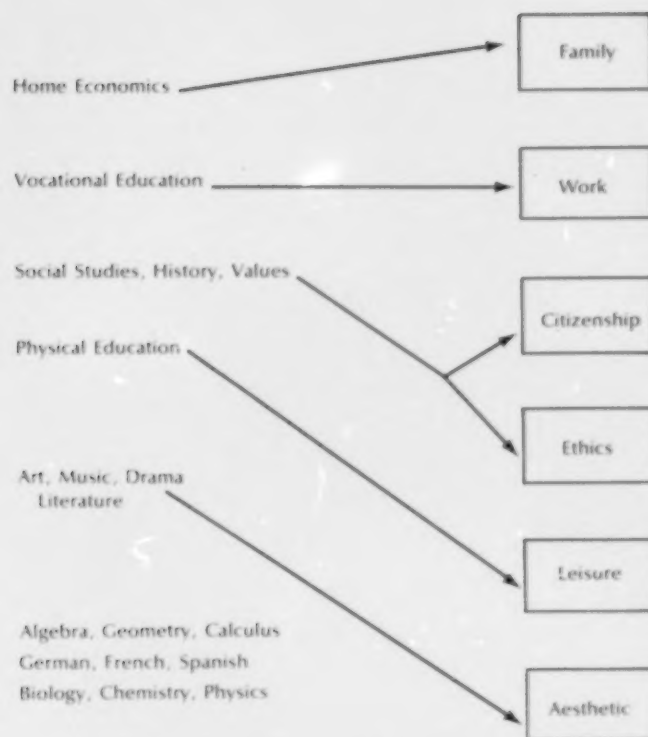
"The argument for Career Education is that all students need acquaintance with several aspects of the world of work. The question facing those who would institute Career Education is how to get it into the school day. Since the school day is already full, it is difficult to suggest a new course called Career Education. Instead, advocates of Career Education suggest, 'infusion' is the answer—that is, to make Career Education a thread running through all of the curriculum. In that way, Career Education tries to attract some interest in 'work' by all of the subjects in the school curriculum, because work is a central life role for which the schools bear responsibility for preparation."

HOYT

Teaching adaptability skills and a desire to work

"Career Education is a simple, not a complicated thing. We're concerned in Career Education with trying to bring about proper emphasis to one of education's goals, namely, education as preparation for work. And we are trying to do this without in any way demeaning or detracting or taking away from any other goal of education that ever existed.

"We have a lot of problems in this country about education and about work that we in Career Education can't do anything about," says Hoyt. Career Education, he says, is not going to solve the nation's youth unemployment problem; it is not going to create new jobs; it is not, by itself,



Relationship, if any, of School Subjects to Life Roles

Figure 2

going to humanize the workplace or improve the quality of existing jobs. And it is not going to teach the specific entry-level skills which vocational education is intended to address. "I don't make any pretense that what we're doing in Career Education is a big deal. It's a very small deal. It's a small part of solving big national problems, but it is a part.

"Adaptability is the key. The only certainty in our kids' lives today is uncertainty. Change. If we don't let kids know how to change with change, we will have gypped this generation of kids. That's one half of Career Education.

"The other half of Career Education is concerned with something a little more nebulous but just as important: creating in every kid in these United States a desire to work. We want to have every kid equipped with a personal set of work values that will enable him or her to want to work.

"In Career Education we try, from the classroom up, to engender better feelings and understanding (for both teachers and pupils) about work. We

need to demonstrate that 'work' is not a dirty word. It's a wonderful word! Children and young people need not be alienated from the concept of work: It meets the basic human need to accomplish and achieve. 'I am someone because I did something!'

"The disease we're dealing with here is psychosclerosis—hardening of the attitudes. Career Education is not designed to increase the educational budget. It's designed to increase the educational effort. It's a people change thing. We're looking to *refocus* education. Career Education requires some money, but not a lot of money; and that money is not to buy new courses or new teachers or new textbooks, but to change the attitudes of teachers and administrators and counselors and business people and parents.

"Teachers are the basic people we're talking about. Teacher power, in the classroom, is what I believe in. Internal change—that is, change in the very classroom behavior of teachers—is real

change; external change can be meaningless, once the outside pressures subside.

"Whatever you do in Career Education, do it in the name of education. The stress should be on the word 'education,' more than on the word 'career.' (Actually I wish they had named it something else, since the word 'career' can be misleading.) Career Education must result in kids learning more in schools! People talk now about going 'back to basics.' I say GRAND! The question is, how do we get there? I say that Career Education is the most effective way of going back to basics."

In one speech, Hoyt says that Career Education promotes going back to basics in four ways: 1) bringing a sense of "purpose and purposefulness, meaning and meaningfulness" into the teaching-learning process; 2) introducing an experiential component; 3) recognizing the importance of variety as a stimulus for learning; and 4) making greater use of community resources.

In another speech he says that a teacher who truly introduces Career Education in a classroom improves education by doing four things: 1) "putting into every class, in every hour of the day, a reason for kids to learn what is being taught;" 2) rewarding kids when they work, not punishing them for their shortcomings; 3) introducing variety into the teaching-learning process, using the people, places, and institutions of one's community, and 4) returning to a "conscious, conscientious proud emphasis on teaching basic work habits, the basic habits of productivity that will stay with kids all their lives. I'm just saying, it doesn't do any harm to say to a kid, 'come to school on time; finish an assignment that you're given; cooperate with your fellow worker; do the best you can do.'"

Summarizing these points, Hoyt says, "Look at what I've described: I said put purpose and meaning into the work task; reward students for the work they achieve; introduce variety; teach and reward good work habits. Those are the four cardinal rules American industry has used for 60 years to improve productivity. If they will increase industrial productivity, I guarantee they will increase educational productivity."

At another occasion, Hoyt states that six "refocusing efforts" need to be accomplished "in the name of Career Education." These are briefly,

1) Teach the basics. "The first adaptability skill is the basic academic subjects."

2) "Increase efforts to help kids understand themselves through experience. 'You're interested in being a lab technician?' we should say to kids, 'Go out and spend a day or two with a lab technician and see what their life style is like.' Reading about work is like reading about sex. It may be stimulating but it's hardly ever satisfying."

3) "Tell kids the truth about educational and occupational opportunities. For example, we've still got a whole generation of kids and a whole generation of parents who believe that the more years you spend in school the more money you're going to make. Of all the people in the world who ought to know how untrue that is, it's educators."

4) "Kids need to learn about the free enterprise system." With reference to Communist nations placing great stress on the teaching of their own economic systems, Hoyt says, "We shouldn't hide from kids what makes their world go around. We have myriads of opportunities to put that into all sorts of subjects, without having a new class or a new teacher."

5) Attention must be given to removal of sexual, racial, and other stereotypes. "For example, 90% of the girls in our classrooms today will work outside the home during their lifetimes. And they're still thinking about being a nurse, a secretary, a teacher, a beautician or an airline stewardess. We've got to open up that whole world of educational and occupational opportunity to those girls. You are not going to get rid of such stereotyping unless it is done in the classroom."

6) "We have got to talk about 'education as preparation for work' as unpaid work as well as paid work. Volunteerism is growing in this country. We've got to teach kids about the productive use of leisure time. 'Work,' as I define it, is 'conscious effort aimed at producing benefits for oneself and others.'"

"You talk about what made this country, I say two words, 'education' and 'work.' And the relationship of those two words is what began this nation and built it into the greatest nation on earth. They're both bad words in the minds of some people today, and I want to bring back respectability to both words through our work in Career Education.

"Is it a big deal? No.

"Is it a panacea? No.

"Is it inconsistent with any other goal of education? No.

"Is it expensive? No. But it will cost some money to turn people around.

"Many good things can happen with Career Education. I hope Career Education will happen to you."

RAYMOND AND SAMPIERI

First, define Career Education, locally

It's all well and good to keep the definition loose, as we talk about Career Education nationally, says Raymond, director of the Center for Career Development of the Mesa, Arizona, Public Schools. But in your school district, you need to tell your staff and your community what it is you are going to ask them to do and why.

In Mesa, Career Education is "a comprehensive instructional system designed to facilitate the career development of students." Career development is "a lifelong process of making choices and adjustments with regard to education, employment, voluntary work, as these decisions relate to present and future career options and personal lifestyle." Says Raymond, "Expansion of children's minds is Career Education's real message. Some people mistakenly believe that Career Education forces career choices. Nothing could be

further from the truth! Contrary to limiting choices, Career Education expands them."

Sampieri, who describes an elaborate process of goal setting which was used in Los Angeles to study and define Career Education goals (see page 23), agrees with Raymond. "Fuzzy definitions have fuzzy outcomes. Loose or haphazard ideas, however creative, can be ambiguous and appear ill-conceived in the long run." Sampieri urges involvement of the community from the very beginning of a district's thinking about Career Education. He says that a serendipitous benefit of Career Education efforts is to reunite the school with a community that is often hostile to the schools." Career Education provides the wonderful opportunity to infiltrate the community, and, incidentally create good public relations. Above all, Career Education is not solely a school affair; it is a community affair."

In Los Angeles, "Comprehensive Career Education" is "an educational strategy which relates to the entire instructional and guidance program from kindergarten through graduation," says Sampieri. The purpose, he adds, "is to enable each student to define his or her personal career and educational goals and to plan an appropriate course of action which leads to the fulfillment of those goals.

"Comprehensive Career Education provides students with a systematic, long-term exposure to various career options and life styles. The curricular focus is the study and examination of resources, of institutions, and of technology, and how these three elements interact to constitute our socio-political and economic way of life."

II. WHY HAVE CAREER EDUCATION

Career Education advocates find dozens of motives for a school district to engage in Career Education. Some motives are couched in moral terms: We owe certain things to today's youth. Some motives are couched in educational terms: Children need to learn certain things. Some motives are couched in societal terms: Career Education can help to relieve certain social ills, such as school violence or teen-age pregnancy. Some motives are couched in political terms: The school system will be more respected in the community. In general, support and enthusiasm for the Career Education concept has been high amongst school people and the public, though it should be noted that Career Education has not escaped criticism from individuals and organizations. (Chapter III of this Report contains some negative and cautionary views about Career Education.)

In these pages, proponents of Career Education review the direct and indirect benefits they see resulting from Career Education programs. Carol Aslanian, a researcher and evaluator of educational programs, cites evidence about the public's interest in Career Education and about the possible impact of Career Education on the learning of basic skills. Dr. William Pierce, deputy commissioner for occupational and adult education, U.S. Office of Education, offers Career Education as the strategy to accomplish what early piecemeal efforts at school reform could not. Dr. Henry "Mitch" Brickell argues that an inherent flaw in our educational system can be solved by Career Education efforts. Dr. B. J. Stamps says that Career Education helps both schools and community to gain better insight into what education can accomplish. Dr. Kenneth B. Hoyt, director of the Office of Career Education, describes his beliefs about the long-term changes in society that

Career Education can effect. And Carol Kimmel, immediate past president of the National Congress of Parents and Teachers (PTA) reviews her organization's hopes for the impact on children of Career Education programs.

In brief, reasons for having Career Education can be boiled down to two: the public wants and likes Career Education, and on the basis of evidence and experience, people believe that Career Education makes a difference.

ASLANIAN

The public wants Career Education.

There's evidence it makes a difference

Drawing upon the Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, Aslanian underscores a high public interest in Career Education. Responding to the question whether "the school curriculum should give more emphasis, or less emphasis, to careers and career preparation in high school," 80% of the public responded "more emphasis." Only 5% said "less emphasis." Asked a similar question about elementary schools, "Do you think the elementary school curriculum should, or should not, include information about jobs and careers?", 52% of the public said that it "should."

Aslanian supplements this view with a survey conducted by her own firm in six cities where Career Education programs were being implemented. Offered a series of agree/disagree statements, parents responded to some of the statements as follows:

- 76% of parents agree: Every student should graduate from high school with a salable skill he can use on the job.

- 75% of parents agree: Every student should have at least one paying job before graduating from high school
- 73% of parents agree: Students should be told about different jobs and job requirements during the study of every subject in every grade.
- 71% of parents agree: Students who are good in history should be told about the jobs in this field.
- Only 17% of parents agree: The present high school vocational education courses teach students enough about the world of work.

A similar survey of professional staff produced remarkably similar results.

Aslanian urges boards to conduct such studies in their own districts if they require justification for proceeding with Career Education.

Aslanian reviews several kinds of evaluation and research studies, highlighting the positive results which verify that Career Education, done well, can make a difference.

Two kinds of questions are generally asked, in evaluating Career Education, she says: "Does it affect student learning of 'the basics?' and Does it achieve the increased career awareness and adaptability skills claimed for it?"

Unfortunately, there are not a lot of studies. But there are a few which can be cited to suggest a 'yes' answer to both questions. Aslanian urges that anyone pursuing this matter read "Career Education: What Proof Do We Have That It Works?" by Sidney C. High, available from the Office of Career Education, USOE, and "The Efficacy of Career Education," by Elvis Arterbury, a monograph available from the same source.

Specifically, Aslanian cites these studies:

"One of the most frequently quoted studies is one done at Marshall University in West Virginia, in 1972-73, by Dr. Olson, entitled 'A Study of Elementary and Secondary Education in Lincoln County.' In Lincoln County were some 2,500 students; 1,600 of these were not in any Career Education activity, while 900 were in a Career Education program. Using the *California Achievement*

Test and administering it to both groups, Olson found an 11% difference in favor of the Career Education students in language arts. And he found a 24% difference in favor of the Career Education students in mathematics achievement. This is a well-conducted, reliable study, and one of the first to give us evidence of this kind. Olson concluded, 'The Career Education Program in Lincoln County was more successful in developing student competence in the basic academic skills of the language arts and mathematics curriculum than was the regular program into which Career Education had not been infused.'

"Similar evidence was offered to the Newark, New Jersey, board of education one or two years ago in a study of grades two through six. There, using the *Metropolitan Achievement Test*, differences in mathematics achievement were found between Career Education and regular program students in grades two, four, and six.

"Ken Hoyt, in his book *Career Education: Contributions to an Evolving Concept*, cites two other studies. Quoting the Project Director of a program in Santa Barbara, California, Hoyt says,

When the reading abilities of a class of second graders from a program emphasizing Career Education were compared to those of a group of second graders not involved in such an approach, reading scores on the *Cooperative Primary Reading Test* were significantly higher, statistically, in the class using the Career Education approach.

"Again, Hoyt says,

In Dade County, Miami, Florida, using a Career Education approach to teaching mathematics to fourth, fifth, and sixth graders, the mean gains for the fourth graders in the area of mathematics were significantly greater than those [of students] not involved in the program.

"You notice that most of these studies are in elementary schools, and if you know anything of the history of Career Education, you'll know why. That's where most of our activities to date have been based. It has been much harder to get into the junior high and much harder than that to get into the secondary schools."

People who evaluate Career Education are caught in a dilemma as to whether to evaluate Career

Education programs in terms of academic achievement, or to test whether students have achieved the direct purposes of the program, such as greater knowledge of career opportunities. For the latter, Aslanian provided summaries of several projects which had been evaluated by Policy Studies in Education. These summaries are reproduced as Appendix B of this Report.

PIERCE

A strategy for reform of schools

"People feel that there is evidence of the lack of success of our schools. And there is compelling reason for ending the 'unemployment' plight of liberal arts graduates. The hue and cry for 'relevancy' in education has not died down since the 60s when 'experimentation' and 'innovation' were rampant. (We tried, for example, accountability, performance contracting, the voucher system, the open classroom, and many more.) Few of these could be coined as education reform, viewed retrospectively. Perhaps we have fine-tuned the system, but we certainly haven't reformed it. And now it appears that there are too many mindless holdovers.

"One answer to the evidence of lack of success of schools might be a strategy for reform. Career Education may just be it. The focus of reform should be on education for the purpose of fully developing the potentials of the individual, to maximize the life roles of the individual; for each person can be taught to play a multiplicity of meaningful roles in life. That's what Career Education is all about: Through Career Education we can develop programs which instill in young people the predilection to learn throughout their lifetime.

And that is something I feel we're not doing in education now; our system often denigrates the roles of the worker and attitudes toward workers, and often toward lifetime learners.

"The struggle between traditionalists and futurists always ends in a stalemate. But Career Education holds value for everyone, traditionalists and futurists. Career Education will become embroiled in the back-to-basics movement, but it is also future-oriented. It does not seek to replace al-

ready existing programs, but rather seeks to enrich them."

BRICKELL

Eliminating our "two-tiered" system of education

American education has traditionally been 'two-tiered,' Brickell says (see page 4) in which a person first gets a 'liberal' or academic education, then gets 'vocational' preparation. Career Education represents an effort to join these two tiers differently so that students learn their 'academic' and 'vocational' orientations *simultaneously*. The reasons to do this, says Brickell, result from the inherent problems of the two-tiered system.

"The problems of the two-tiered system are obvious: Some people just stop going to school before they get to the second tier; that is, they get a liberal education, but no 'vocational' education. Some just quit during the liberal education—drop out, so to speak—because they cannot see the connection between it and the work they will be doing in the future. Some do their own exploring, learn too little about the options available, and make poor choices. Some people never learn, in their formative years, the values and attitudes and habits of good workers.

"The two-tiered system carries the disadvantage of splitting the school curriculum into two segments: a useless, high-prestige segment, and a useful, low-prestige segment. That is a split that broadcasts mixed signals to millions of students and thousands of guidance counselors. Moreover, it tends to divide the faculty (the liberal educators vs. the vocational educators), granting different levels of prestige and influence to each side.

"Rather than stratifying and separating 'work' from 'learning,' 'labor' from 'liberal arts,' it seems more appropriate to blend the two in a balanced way which better reflects the realities of today's world. 'Infusion' of Career Education into the various subjects of the school curriculum would put an end to the two-tiered system."

STAMPS

Stimulating people . . . to help our children learn

"School people are feeling more and more that

we no longer have the captive audience we once had; people are becoming increasingly disenchanted with what the schools are doing . . . and not doing.

"There is a great need for improvement," says Stamps, "and Career Education could be an answer. I know it has worked for us in Dallas.

"Perhaps educators should stand back for a moment to gain some perspective. They might see that the role of educator should be more an 'educational broker.' There are just too many resources available to children—resources we are not taking advantage of—outside of the schools.

"Career Education is a means for stimulating people from all walks of life to help our children learn. Also, for us, in Dallas, it has enabled us to bring quality education into the inner city; and it has helped to protect the inner city from deterioration.

"Through Career Education, not only were we doing some social engineering with the schools, we were also doing urban renewal with the schools by moving them back toward the center of the city. We did so with the encouragement of the business community who recognized that their involvement in education was an investment—that the educational system is the flagship of that city. We have succeeded to upgrade the aspirations of the youngsters of our city rather than to merely satisfy the interest that they already had.

"There are also many other quick pay-off's we discovered through Career Education—pay-off's which all of us can use. These are: increased credibility with the business/industrial community; the flexibility of action which comes with working through groups that are not restricted by educational policy (groups which have the desire and the wherewithal to commit tremendous educational resources on short notice); and the ability to develop programs to fit specific needs.

"The Career Education collaboration model which we've developed has become, in effect, the model for education in Dallas. We've gotten a lot of mileage out of it." (See page 30.)

HOYT

To look at education, work, life in a more personal way

"No work is dehumanizing unless the person makes it so." And according to Hoyt, Career Education is one simple way to get people "to think about education, work, and life from the 'person' point of view."

He is convinced also that children and teachers will like school more and that the family will become involved in education. Hoyt emphasizes the family part of Career Education: "I want parents to talk to kids positively about the parents' work. We've got to have the home and family component in Career Education."

What else might happen with Career Education? Hoyt thinks its long-range effects might be "so grand you can't believe it, if we could do what I'm talking about doing with Career Education." A question from the audience at one of the Seminars: "Do you honestly believe, Dr. Hoyt, that if you bring in all these changes and adaptabilities, perhaps maybe today's youngsters are going to suddenly start asking more what they can do for society rather than the great numbers who seem to be looking for a free ride, so to speak?" Hoyt's reply: "Now I won't claim it, but I do believe it. I believe we're going to cut down on juvenile delinquency. I think we're going to cut down on welfare . . . People ask: 'Do you really want everybody in the United States of America to work?' And I say, 'Yes, I do.' And they say, 'Gee, aren't you going to give people the freedom not to want to work?' I say, 'Yes, I give anybody the freedom not to want to work if you don't ask me to take care of him. I want kids to want to work, to get ready to work, to engage in work that's satisfying to themselves and beneficial to society."

KIMMEL

A National PTA priority to renew the motivation of students

PTA, which prides itself on its strong involvement in today's important issues, officially gives "wholehearted support of the concept and implementation of Career Education."

"As 'The Today PTA,' " says Kimmel, immediate past president, "we are concerned with helping our children and grandchildren to cope with the complex world in which they must live today, and to prepare for their adult lives in the world of tomorrow. That, it seems to me, is what Career Education is all about. One of the 12 PTA Principles reads, 'We believe in Career Education as a means of developing satisfaction, self-confidence, and independence in the individual, and of increasing stability for society.'

"We see young workers who have no marketable skills, even though they may have a college education, and no motivation to work. Moreover, it is difficult for any young person to make a wise career selection at a time when some 25,000 occupations are currently available, and 30,000 are predicted for 1985. Parents are often ill-prepared to help them."

Citing violence, vandalism, increased absenteeism, a rising number of teen-age pregnancies, and other ills which disrupt our children's education, Kimmel expresses the hope that, "the introduc-

tion of Career Education programs might help to reduce some of these and that Career Education will renew the interest and motivation of students. We would hope that students might begin to feel that school is a meaningful part of their lives—that school has something to do with the real world, that school has something to do with their world."

Kimmel notes that public understanding of such matters as career awareness and career development has grown as a product of PTA effort, but sees the need for much more. "We are trying to help parents to understand that Career Education, as properly implemented, would benefit *all* students—those who are college-bound and those who are not. We are trying to make clear that Career Education should not interfere with basic education, but rather that it should emphasize basic learning skills as necessary for living and working."

Kimmel notes that many of the state PTA organizations have made Career Education a priority legislative item for 1976-77.

III. WHY NOT TO HAVE CAREER EDUCATION

Not all the voices speaking about Career Education are positive about the concept or the programs it might generate. Some feel it could be harmful to education; some call it a hollow reform; some see it causing mischief in the labor market; and some are merely skeptical, warning that schools should not go 'overboard' on this reform as they have been wont to do with other reforms.

In these pages, the AFL-CIO point of view, and the point of view of those whose concern is 'Basic Education' caution the reader about Career Education, just as spokesmen for these views did at each of the NSBA-AASA Seminars. The reader may recall that the NSBA Task Force on Career Education (see page 1) observed that "Concern has been voiced by organized labor about possible loss of jobs by senior employees to lower-paid youth, reintroduction of child labor, and non-involvement of labor at the planning level. Back-to-basics advocates have expressed concern that Career Education is another add-on that will detract from basic instructional programs." Also, two critical essays about Career Education are briefly reviewed at the conclusion of this chapter.

AFL-CIO

Problems with ways Career Education has been interpreted

Organized labor has several reservations about Career Education and the way many programs have been organized in the schools, although it is supportive of some aspects of Career Education. Organized labor senses that it has been left out of the Career Education movement and excluded from important decision making in

program formation. Though labor takes issue with much of the Career Education ideal, its opposition would be mitigated by further opportunities to participate with school people, helping to develop Career Education programs which it feels are in tune with its vision of a meaningful education for all children.

The following paragraphs are excerpts from AFL-CIO's "Perspectives on Career Education," delivered at a panel presentation during the NSBA-AASA Seminars.

"At the onset, let it be clear that organized labor strongly endorses the concept of career awareness coupled with expanded career choices and a sound academic background for all children in America. We have no problem with the concept; we do have problems with some of the ways in which this concept has been interpreted.

"There is a natural alliance between organized labor and public education. We have been partners in building the educational system. Yet this partnership is too often ignored by educators. For too long, labor has been made to stand outside the doors while critical decisions affecting our children were made inside. For too long public education and teacher training institutions have ignored the positive potential of labor input in the schools. For too long 'community resources' has meant every resource except labor.

"Now, if our approach to Career Education seems cautious, it may help to recall the circumstances of the birth of Career Education as a federally endorsed program. In those early years of Career Education, it was suggested that there were too

many students in colleges and universities who would be better off in vocational education. It has always been our contention that there are too many young people *not* in college because they cannot afford the cost. During the Nixon years, many of those people involved in the Career Education program from its inception maintained a pro-business, anti-labor bias.

"Soon the 'Coleman II' Report and the Kettering Report followed by an NEA-Industry forum and speeches and articles by B. Frank Brown developed a picture of Career Education which alarmed us. Career Education was becoming a vehicle for the return to child labor at standard wages with industry and schools cooperating to solve youthful unemployment by channeling youngsters away from academics and into work experience and jobs at an early age. We heard, and still hear from some, that children should be encouraged to leave school early and that child labor and minimum wage laws ought to be revised. It has been and will remain our position that education must do more than make children job-ready with marketable skills at the end of high school. The arts and humanities are not and ought not be the special province of the privileged. A liberal education is relevant to a full and enlightened participation in our society regardless of the skills required to earn a paycheck.

"The job market continues to move in the direction of demanding more sophistication and more education, not less. (A stationary engineer is not a janitor in the old sense and can hardly repair a modern boiler or air conditioning system without considerable command of language and mathematical skills.)

"If we begin to impose career choices at too early an age and teach only so-called 'relevant' skills, we will indeed realize the 'aristocracy' of a class system which is contrary to everything we believe about our great nation.

"Career Education can and should be an operating philosophy within our schools which helps all children become aware of the world of work in a way which broadens rather than limits their choices. It can and should help provide options and flexibility in career choices.

"It cannot and should not be a new way to return to an old world of occupational pre-destination. It

cannot and should not be an answer to youthful unemployment. That is not a problem stemming from the relevance of general education but rather a problem of an economy which does not provide enough jobs.

"It cannot and should not be a way to subvert child labor laws or minimum wage laws, or to replace semi-skilled adults with underpaid youngsters.

"If Career Education is a way to make the world more real to students, then we are for it. If Career Education is a way to provide less education, then we are opposed to it.

"Beware of those who would have you assume responsibilities which are not properly yours. High unemployment among young people is not the fault of our educational system, nor is it the responsibility of the educational system to solve it.

"If given the chance, labor can provide valuable input in the formation of your Career Education programs. We can add some realism to the discussion of labor's role in building our democracy and our economy and we can speak from experience about the world of work our young people will enter.

"The Career Education concept has great potential but it will need broad community acceptance and support—including that of labor—if it is to flourish. We do not view Career Education as a panacea but rather an enrichment process within a system designed to ever widen the horizons of all Americans. Career Education beginning with early awareness can be an important part of organized labor's program, but we will continue to support vocational education, apprenticeship training, continuing adult education in general studies, labor studies, skill training, as well as the humanities, the arts, and the professions.

"We will continue to support quality education including Career Education, so long as it is in tune with our vision of an America in which all children can truly become all that they are capable of becoming."

BASIC EDUCATION

First and foremost

Amongst those who have been candid in expressing misgivings about the aims of Career Education are the proponents of Basic Education. Spokesmen from the Council for Basic Education (CBE) are critical of the way many Career Education programs are implemented, particularly those which appear to displace the "hard core" subjects. They dislike the implication of Career Education as a "reform of the entire education system" (imparted by Sidney Marland), and they object to a redefinition of the purpose of schooling—"a global reorientation of K-12 towards economic purposes." The Council for Basic Education concedes that it is appropriate for the schools to take some responsibility for acquainting students with the "world of work." How much responsibility is the question. "Certainly not so much that it takes precedence over responsibility for Basic Education." Probably one of their greatest apprehensions is that "Career Education will become an industry, administered by still another bureaucracy and sustained by a new cult. It seems to be moving that way, and the cost both in teachers' and students' time and in dollars will be very high."⁹

BARR

Beware of implementation which destroys the ideals

At the Boston Seminar, Donald Barr, who is headmaster at the Hackley School in Tarrytown, New York, speaks for Basic Education's causes, aptly and jovially—occasionally mockingly—voicing several oft-said objections to Career Education as it is frequently defined and practiced.

He begins by asking rhetorically: "Who would not approve of Career Education as career advice, career awareness, career training, guidance, and actual vocational education? Motivation—getting youngsters interested in what they can do with what they're learning—has long been one mark of a superb teacher. All subjects can be 'better' when motivation to learn is part of the teaching.

"But, there is a danger in Career Education, not to be taken lightly. The danger, there being only so many hours in the school day, is the displacement of the basic skills by 'techniques.'

⁹ "Career Education's Doughty Skeptics," *Council for Basic Education Bulletin*, January 1977, p. 7.

"Again, it is not Career Education *per se*, but rather its frequent 'implementation' which is dangerous. Beware of implementation which is a seductive way of destroying the ideals which originally motivated you. A wicked propensity of these ideals is to turn into *courses*, instead of turning into side-lights on material in courses. By too much stress on the 'career' aspect in school subjects, you may depreciate some of the possibilities of the subject. After all, the *most* important skills are knowledge of spelling and punctuation and intelligent reading ability. It is *these* skills which should be part of the apperceptive mass of any worker in order for him or her to be a competent worker. And, these skills do *not* come from vocation education, and not even from Career Education. They do come from the basic, or liberal education. The learning of these essential skills should *not* be sacrificed in order to infuse Career Education into the curriculum. It has a way of happening.

"In some states and localities, the way policy is delineated, we are in the domain of teaching 'techniques.' And worse, Career Education may be a way for school administrators to make it up to students to whom they have not been teaching the academics successfully.

"In many schools, Career Education is sliding into vocational education, that is, into skills development for specific vocations. So, how do you determine those kids who will be allowed to drop out of algebra and take the vocationally-oriented courses? You have two choices: It's either assignment by the school, or self-assignment. Neither way is completely justifiable: Assignment by the school is a situation by which the school is playing God. Also there is danger that such decisions as whether a child strives to become a doctor—or a nurse—are usually made early; (one doesn't just get interested in the 'health profession' and then get sorted out later). The presumption is that too many decisions will be made too early in the child's life, early in high school, by the courses that the student is allowed to walk out on. Since we don't know how to sort students out, we let themselves sort themselves out. Self-selection, however, is an equal tragedy, because the kids don't know themselves either, and even in high school, students always don't make very logical decisions about the courses that they wish to take. The course a friend is taking, for

example, makes a difference. Which courses are easier could be a significant influence.

"Naturally, education should prepare a youngster for productive activity and emphasize the importance, the moral importance of productive activity. There isn't any doubt about that, but an education that prepares people for nothing after work except TV is a betrayal of society. It is here in the areas of citizenship, active perpetuation of culture, and transmission of the rich heritage of culture, that the liberal arts come in. A certain number of hours in the school day spent on Career Education as an *infusion* can become an *invasion*. Moreover, when dealing with career awareness activities, note that our record in prophesying what professions and occupations are going to be needed is appalling.

"In indicating some of the practical dangers and some of the moral dangers of certain facets of Career Education programs, I wish to declare what could be termed an *aesthetic* objection to the kinds of actual implementation I see; perhaps it too has a moral component. It has to do with a concept of a career. The way it is implemented in many schools, a career is presented as if one could plan one's life as a package. This is reflected in several descriptions of Career Education programs, that now exist, which enumerate in detail things that senior high school students should learn about careers: general salary range, benefits, and vacation time which are typical for certain kinds of work, and much, much more. Now, I maintain that a real life—a real life is a kind of gutsy opportunism. That's what creativity in leading one's life is. That's why I see a kind of danger with much of the Career Education philosophy. There is a danger that we'll have to live with our falsely predicted economic prophecies in these professions, and live with the crassness of it all. We are going to teach these youngsters: 'Stop adventuring.'

"It doesn't have to be that way, of course. But life is a peculiar thing, as I have discovered in 56 years of it. It's the opposite of a fairy tale, you know. We've all heard the story of the beautiful little princess who incurred an obligation to a frog, and he insisted on her kissing him, and when she did so, there was a tremendous explosion, and lo and behold, he was a handsome

prince. And life is the opposite: It is a handsome prince, and you kiss it—and it becomes a frog!"

TWO CRITICAL REVIEWS

Career Education is flawed by a romantic view of the world of work

The reader who wishes to further pursue criticisms of Career Education should also read two articles, "Career Education—Reforming School Through Work" by Eleanor Farar McGowan and David K. Cohen of Harvard University, in *The Public Interest*, Winter, 1977, pages 28-47, and "Rally 'Round the Workplace: Continuities and Fallacies in Career Education" by W. Norton Grubb of the University of California, Berkeley, and Marvin Lazerson of the University of British Columbia, in the *Harvard Educational Review*, November, 1975, pages 451-474.

McGowan and Cohen see Career Education as both "a collection of novel ideas," and "a reform movement of considerable proportions enjoying widespread popularity." Of Career Education as a collection of ideas, they take a grimly humorous view. They note that, historically, we have believed that schools are better places than the workplace, but Career Education rests on the opposite assumption. The problem with what they term "the new romance of work" is that "work is not what reformers would like to believe. A great deal of work seems to suffer from just the same defects the reformers bemoan in schools; indeed, at exactly the same time they are trying to liven up education by making it more like work, other reformers are trying to liven up the workplace to make it more humane, stimulating and relaxed—in a word, more like school." As a reform movement, they say Career Education has had "perverse and unexpected results." Because, in the real world, there are "powerful barriers to any serious reallocation of responsibility among business, education and labor, . . . the idea of providing children with the real experience of work has been transformed into programs that make work a formal subject of school studies Somehow, experiencing work on the job has been turned into learning about it in the classroom."

Grubb and Lazerson are not amused but appalled by Career Education. They, too, find that the

ideas behind Career Education involve a romantic ideal about work. They observe that Career Education grows out of the same historical roots which created vocational education even though "career educators have gone to great lengths to dissociate Career Education from traditional vocational education." They characterize the ideal of "vocationalism," which purports that schools should address their attention to work, as the basic idea behind both vocational and now Career Education. They argue that vocational education has failed to fulfill the promises of its advocates, and presume that Career Education will have the same result. Grubb and Lazerson say Career educators are correct about the importance of work, but fundamentally wrong about the nature of the labor market for which their reforms are urged. "Since relatively few jobs are arranged in

career ladders of any length, the declaration that Career Education will prepare all individuals for careers rather than dead-end jobs is based on a misconception of the world of work." Moreover, "Capitalism is an economic system in which capital is central The economic system values capital resources at the expense of human resources." Thus, they say, "Career Education's view of the moral benefits of work is incongruent with the nature of most jobs or the logic of corporate capitalism." In sum, "Career Education has little to offer in resolving problems it purports to address: unemployment, underemployment, and worker dissatisfaction. Although many of Career Education's criticisms of school and work are well-taken, the ills that it would solve are intrinsic to our economic system, and consequently Career Education is a hollow, if not an invidious, reform."

IV. GETTING THINGS UNDERWAY: How to develop programs— and people

The big question for many participants at the NSBA-AASA Career Education Seminars was: "How can we go about getting a Career Education program underway in our district?" Concerns ranged from convincing board members and the community that Career Education is a good idea to finding good implementation and evaluation models to fit the needs of a unique school district, staff, and community.

Seminar faculty with experience of setting up successful programs came armed with advice for "would-be practitioners. They stressed five ideas: 1) Generate enthusiasm for ongoing community support and participation; 2) Conceive an official definition and a systematic course of action; 3) Do not focus only on occupational information and placement; 4) Devote time for good staff orientation and development; and 5) Strive for high-quality programs of lasting value (rather than those which fizzle out when funds dry up).

Robert Sampieri of the Los Angeles Unified School District discussed "strategies" for using various members of the community in developing Career Education policy and in financing Career Education programs. Dr. B. J. Stamps described how Dallas' school system used a "collaboration model" consisting of many teams of people in planning and running the Skyline Career Development Center, one of the nation's first successful Career Education programs. Dr. Carolyn Raymond of the Mesa, Arizona, Public Schools talked about the "nitty-gritty" of implementation at the local level, emphasizing many hints which she felt get programs underway and keep them

going effectively. John Shirley, coordinator of Career Education of the Region 10 Education Service Center, presented a step-by-step intricately designed plan called "Implementing Career Education Systematically." Carol Aslanian, researcher and specialist in Career Education, offered some guidelines for evaluating Career Education programs.

SAMPIERI

Policy development: maintain an ongoing dialogue with your constituents

"Career Education is too important to leave just to educators; it has to involve the total community. And Career Education should be presented in a way which makes sense to educators, administrators, and the community at large. Genuine involvement of all segments of the community, and how to systematically attain involvement, is the chief theme of this talk.

"Policymaking today is a far more extensive procedure than it used to be. The smart board member establishes an ongoing dialogue with his or her constituents.

"In Los Angeles we have used a process through which the community can be involved systematically. Recently a district-wide advisory committee of 176 people revised and identified all the goals they wanted to have their tax dollars spent on. One of those was Career Education. The committee wrote a goal statement which the Board adopted (see Chart 1, page 24). Then we developed a

strategy so that we could examine in great detail the implications of that kind of statement.

"The core of the strategy is this: We wanted to involve the key decision makers in our city. And so we had the mayor, the superintendent of schools, and the president of the Chamber of Commerce become host to three policy seminars on Career Education. These three individuals sent out personalized invitations to attend the semi-

nars to the leaders of industry, labor, and business.

"At these seminars we did several things: 1) We asked people to talk with us about Career Education issues. 2) We asked for reaction to statements of definition of Career Education. 3) We asked for reaction to statements of goals. 4) We asked for reaction to actions we would take if we were to attempt to reach each goal. All this was

CAREER EDUCATION GOAL STATEMENT

Los Angeles Unified School District

Since the vast majority of students will seek gainful employment after graduation, it is essential that their educational programs help them to develop the basic skills and attitudes required for employment, the ability to select an appropriate field of endeavor, and the learning proficiency which will permit further training.

THE GOAL

Students who, upon graduation from high school, are knowledgeable about various career opportunities and who possess appropriate attitudes and sufficient skills to be employable, or who are prepared to pursue further education which will lead to employment.

THE COMMITMENT

The District accepts a commitment to this goal and will demonstrate that commitment by: Continuing the development of Comprehensive Career Education Programs, from Kindergarten through Grade 12, so that upon graduation all students will be qualified to accept current job opportunities or will be qualified to attend an institution of higher learning.

Providing programs to assist each student to develop an understanding of occupations and careers in both the present and future worlds of work.

Providing activities both on and off the campus that help students to increase the practical knowledge that they need to make career choices which are realistic and personally gratifying.

Developing, in cooperation with businesses and industries, a program that will provide their employees with classes that they can attend on a part-time basis and which are supervised by credentialed teachers and conducted both on and off campus.

Establishing other cooperative relationships with public and private businesses, professions, and agencies to increase the availability of opportunities for career training.

Developing and implementing, in cooperation with business and industry, guidelines and programs that will create paid assignments for secondary school students who can best benefit from part-time employment.

Seeking funds to establish increased numbers of paid work experience assignments for secondary school students who can best benefit from part-time employment.

Assisting the Areas in maintaining at least one counselor at each secondary school who specializes in career guidance. Whenever possible, recommendations relating to careers should be made in consultation with parents or guardians.

Chart 1.

reported to the Board, so that it would know what kind of support there was for different aspects of the Career Education idea.

"These seminars were made possible through funding from the Institute for Educational Leadership, George Washington University, Washington, D.C. (an organization established to improve educational policy and policy-making processes). The funds enabled us to hold meetings in which we could get together with citizens on their ground. We believed that if you want to deal with certain levels of people, you have to meet them on their turf, not on yours. Thus, we held the seminars in a very nice setting with a sophisticated dinner at one of the best places in town, *not* in a school cafeteria. Each seminar had 15 to 20 people, different groups each time. Later, draft policy statements were developed, based on these discussions, and a fourth session brought groups together to react to these draft policies.

"Dialogue was the *leit motif* of all of the policy seminars. We initiated discussion about a definition of comprehensive Career Education that we had developed, then encouraged comments about our goal statement. We told the people, in effect: 'Here's what we mean when we say comprehensive Career Education, now we want to find out what you think and what you want your school district to do.' Here are the kinds of issues that dominated the seminars:

1. Career Education is needed as a useful educational strategy for all students.
2. The learning of work habits, positive attitudes, and an understanding of the work environment is a critical function of Career Education.
3. Career Education cannot be fully implemented by educators in the school environment.
4. There is a definite need for a partnership between the school and the community for the delivery of Career Education services and activities.
5. A systematic reliable relationship should be established between the schools and the community.
6. Tax incentives should be considered to encourage participation from organizations of all sizes—especially smaller and labor-intensive organizations—whose current involvement in Career Education is limited.
7. Career information should be made available to all students.

"Then at a fourth conference, we joined together most of the 53 decision makers who participated in one of the three seminars, and we asked them to react in questionnaire form to these proposed policy statements:

- A. THE DISTRICT SHALL INSURE THAT EACH SCHOOL WILL PROVIDE CAREER EDUCATION EXPERIENCE/ACTIVITIES AND UNDERSTANDINGS WHICH ARE BOTH USEFUL AND APPROPRIATE FOR ALL STUDENTS UNDER THEIR (THE SCHOOLS') JURISDICTION.
- B. THE DISTRICT SHALL INSURE THAT EACH HIGH SCHOOL WILL PROVIDE A WIDE RANGE OF ON- AND/OR OFF-CAMPUS EXPERIENCES WHICH ENABLE STUDENTS TO GAIN POSITIVE WORK HABITS AND ATTITUDES IN THE WORLD OF WORK.
- C. THE DISTRICT SHALL ESTABLISH AND MAINTAIN A HIGH LEVEL CAREER EDUCATION POLICY AND ADVISORY COMMISSION (PAC) FOR THE PURPOSE OF DEVELOPING A SYSTEMATIC AND RELIABLE LINKAGE WITH BUSINESS, INDUSTRY, LABOR AND GOVERNMENT.
- D. THE DISTRICT SHALL INSURE THAT A COMPREHENSIVE SYSTEM OF CAREER INFORMATION APPROPRIATE FOR STUDENTS IN DIFFERENT GRADE LEVELS BE ESTABLISHED AND AVAILABLE TO ALL STUDENTS.
- E. THE DISTRICT SHOULD PREPARE AND PROPOSE LEGISLATION WHICH WOULD GRANT TO THOSE ORGANIZATIONS WHICH UPON REQUEST PROVIDE CAREER EDUCATION AND TRAINING EXPERIENCES (FOR SECONDARY LEVEL STUDENTS), A FINANCIAL REIMBURSEMENT IN THE FORM OF A TAX CREDIT.

"In addition, participants were asked to approve or disapprove proposed implementation actions. Each proposed policy and its implementation actions were rated on a response sheet where each individual indicated his or her commitment on a ten-point scale, ranging from 'strongly oppose' to 'strongly support.'

"Results of this process showed that more than 90% of those responding supported or strongly supported educational policy to provide Career Education activities and information to all students, to expand career experience training options at the secondary school level, and to establish a community-based Policy Advisory Commission to the Los Angeles Board of Education. Two-thirds of these respondents expressed a willingness to serve on this advisory commission. Other

results showed that more than 75% of the respondents favored the exploration of tax incentives as a means of motivating involvement by community organizations on a massive scale in Career Education activities.

"The following chart is one of several submitted to the Board of Education, illustrating the nature of the responses to proposed policies and implementation actions (see Chart 2; page 27).

"This was the process we went through. It was valuable for us in Los Angeles, because it led to genuine community involvement and enabled us to prove to the Board that there was concrete community support for certain Career Education programs. We could actually tell the Board: 'These are the people that endorsed the ideas, and it reflects the goal statement that you approved earlier. It's moving us in a direction that accurately reflects the attitudes and desires of the constituents that are paying for this whole operation.' Moreover, through the process evolved a standing committee—the Career Education Policy Advisory Commission (PAC)—which provided many unexpected benefits to our district. It's placing our Board and our superintendent in a much stronger position to defend what they're doing and to be held accountable. Even better, the Commission itself is becoming sophisticated in focusing on individual problems and providing solutions."*

SAMPIERI

Financing Career Education programs

Sampieri's experience of 18 years with the Los Angeles Unified School District has taught him some useful strategies for financing educational programs including Career Education.

Sampieri's first suggestion: "systematic management procedures." He asks Seminar participants: "How many of you have ever heard the statement, 'If I ran my business the way they run the schools, I'd soon be broke.'? This statement reflects the continuing concern of citizens and educational policymakers regarding the productivity of our educational institutions. There is a perception that our schools, and especially our large urban schools, are inefficient in the use of their resources.

* For sample policies on Career Education, contact NSBA's Educational Policies Service.

"As in the business world, 'productivity' in education can be improved by good management, coupled with substantial educational effort. This allows you to put your best foot forward with the public.

"Get your house in order first, and don't communicate confusion. Career Education gives you the perfect chance to show the world that you are efficient and doing a good job with the schools—but, if you are disorganized, it will quickly become evident.

"The groundwork for good Career Education programs can take months and months. The initial step is to develop a good rapport with the public. This will have long-term benefits as well, since that's where the lion's share of funding and assistance comes from if a Career Education program is to be truly effective.

"Develop a good *manner* in dealing with community people; *get* to know the community and its citizens, and *make* the contacts *genuine*. Don't create superficial relationships with meaningless encounters or with P.R. material which is slick and glossy on the surface, but empty and void of substance within. A blizzard of information using cosmetic brochures can be a real insult to the public.

"Here are four 'rules' which we have found helpful in Los Angeles in getting programs underway:

1. *Reach an official agreement in regard to your district goals in commitment to Career Education.* Fuzzy plans have fuzzy outcomes, so be specific about plans, and document them.

2. *Take an internal inventory.* Find out what materials already exist in the district—and to what extent. What textbooks and audiovisual equipment do you already have and where? What staff potential and talents for Career Education are now in the schools? In which schools? In how many schools and in how many classrooms? Get input from staff. You may be surprised at how much you really have without spending extra money for materials or staff development. This can save a great deal of time and money in the long run, and it lets you know where you stand from the very onset of a program. Remember, though, to eliminate the 'garbage' in curriculum materials. Strive for quality from the beginning.

3. *Establish priorities, in reference to your district's goals, which build upon your existing capabilities. Not everything is top priority. This is a problem that board members face: Everybody loves Career Education, but everybody likes reading too; everybody likes math, and everybody likes physical education. But, you've got X number of dollars, and you've got to figure out how much for each one. You have clear commitments and you have to prioritize those in your annual budget.*

4. *Determine the availability of appropriate funds. We too often just assume there's only one source. Often we go only to the same places when there are many different sources we can tap. And many of them are able and willing to contribute: local business people, the Senior and Junior Chamber of Commerce, and foundations. These funds are often more desirable in the long run than federal dollars. Decide the advantages of hard and soft moneys. It is something you must carefully consider, so I'd like to suggest to you some of the pros and cons of the three types of funding—federal, district, and community-type sources—along with some specific examples of*

Career Education programs they have made possible in Los Angeles.

"Federal funds. The federal money pot at the end of the rainbow is very tempting indeed to hungry school districts, but before you go after the funds, I'd like to encourage you to establish management procedures which might help to avoid some of the many disadvantages of the federal funds. It isn't the funds themselves that cause problems, but rather our administrative management styles that permit certain tendencies I've noticed over the years. So, when you chase these funds, keep in mind how you might eliminate the following drawbacks:

- Federally-funded programs often lack continuity beyond the funding period. Often when the money goes, so does the program.
- Federally-funded programs raise community expectations beyond the program capabilities. The programs often come in with a lot of hoopla, fancy brochures which draw a lot of attention—and expect-

PROPOSED POLICY

A

THE DISTRICT SHALL INSURE THAT EACH SCHOOL WILL PROVIDE CAREER EDUCATION EXPERIENCES/ACTIVITIES AND UNDERSTANDINGS WHICH ARE BOTH USEFUL AND APPROPRIATE FOR ALL STUDENTS UNDER THEIR (THE SCHOOLS) JURISDICTION.

PROPOSED IMPLEMENTATION ACTIONS

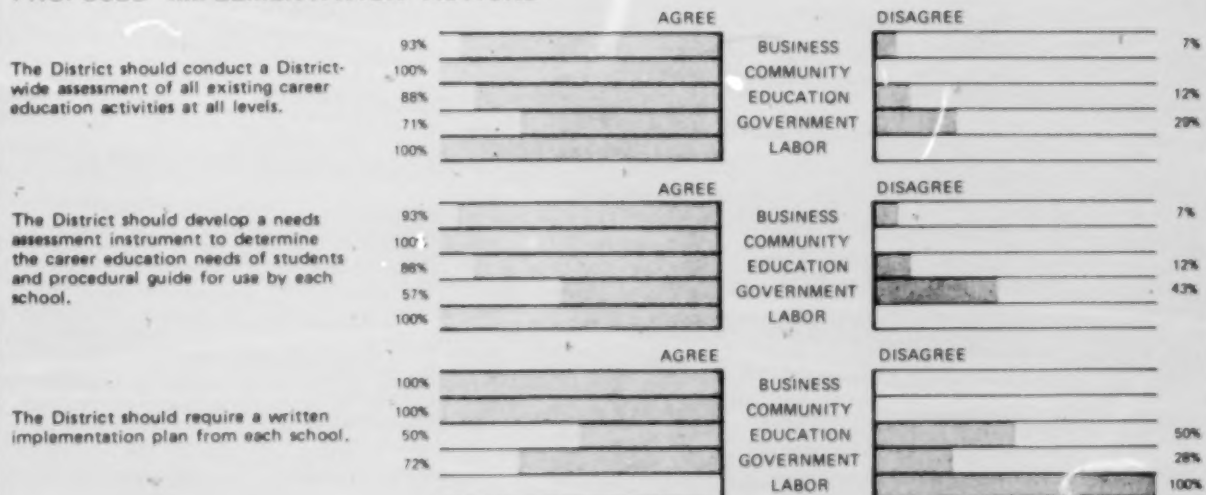


Chart 2

tation. Often programs do not deliver what they 'promise' and everybody goes sour; the community loses faith.

- Federally-funded programs seem to stimulate a counter-productive staff competition. Jealousies arise between people hired on special funds and those on district funds. The specially-funded people get to travel to New York; they get all the equipment, endless supplies, visitors and dignitaries from all over the place; they get new furniture that nobody else is getting. It's not too great for the morale of the other people.
- Federally-funded programs can create a 'transferring of funds' problem. When the bucks start to run out and you have a great program, finding the district funds to transfer over to hard money is not an easy thing.
- Federally-funded programs do not provide much systemic impact on the regular ongoing program. This is not always true, but I have often found it to be that way.

"In Los Angeles we have several kinds of Career Education programs funded with federal, district, local community dollars, or combinations thereof. Three programs funded federally are:

The WOW Program—an acronym for the Wonders of Work. The funding for the program came from the Elementary and Secondary Act, Title IV-C. We received \$100,000 for a three-year period to launch this program which deals mainly with elementary awareness of careers and stresses work concepts. One of the side benefits of WOW is that it doubles as a staff development scheme as well as a student awareness program. This program includes instruction in self-awareness, career awareness, and economic/consumer education; speakers from business and industry who provide tours to acquaint students with the business and industrial community; 'hands-on' projects for practical application of work concepts; inservice training; a follow-up testing program.

Career Development Work Experience and Placement of Urban Handicapped—We got \$48,000 of federal money (Vocational Educational Amendments, Part B) for this project. It is designed to provide career counseling and job placement for an estimated 100 mentally and physically hand-

icapped students. They are placed in organizations of all kinds. It's super expensive—\$480 per student (over and beyond the \$1,250 per student the district supplies)—but if successful, these students will become taxpayers rather than tax-supported.

Job Simulation for EMR Students—Another \$37,935 was obtained from Part B of VEA for this program which provides counseling and vocational training for the educable mentally retarded students—75 of them from six of our high schools. In our EMR Center the students are trained chiefly in electronic assembly, appropriate to their individual needs and degree of disability. It sounds like an elaborate project, but it really makes a difference when you can convince an employer that an assembly line can be manned by an EMR student.

"District funds. District money is often difficult to get, but it is usually more desirable than the federal dollars. It may be far cheaper in the long run to spend district money as opposed to seeking federal support. If administrators and their Boards could choose their funding source, I believe straight district funds would win an unanimous victory. District supported programs very often reflect opposite characteristics of federally-funded programs. That is, they tend to experience continuity from year to year; community expectations are usually more realistic; total staff support is more evident; the impact of the program has a systemic effect upon the total educational program of a district.

"Three of Los Angeles' programs funded with district money are:

The Career Adviser Program—This is a sophisticated program which generates money for our district. The career advisers have several roles: assisting with guidance programming as it relates to Career Education; providing staff development by advising teachers in lesson preparation for Career Education activities; and doing in-depth counseling of 250-300 students per year per adviser, regarding all the programs the district is offering. It has been financially smart, because, though it costs us \$1 million each year to fill these adviser positions (in each high school and in most of the junior high schools), it results in \$2.5 million income to the district from the state. Each adviser programs an average of 250 students per high

school into various elective Career Education courses. Attendance in these courses generates about \$2.5 million in state reimbursements (ADA). The project greatly increases enrollments in our 'vocational' courses by students who historically were not enrolling for lack of information, guidance, and knowledge of what options were open to them.

Regional Occupation Programs—This is one of Los Angeles' most promising examples of a campus extension program at the high school level. The 'teachers' are employees of business and industry—Warner Brothers, Pacific Security, Bankamerica, to name a few. They are screened and credentialed so that they are prepared to provide supervision and instruction to the students. Instruction occurs both in the high school facility, and in non-school facilities, business or industrial sites, usually on Saturday or after school. This program opens up hundreds of different educational opportunities which do not exist elsewhere in any of our programs. And, it is quite inexpensive (\$734 per unit of ADA) because we're using the facilities in the community—the talents and knowledge that exist out there. Employers too have been pleased to discover that employees enjoy teaching, they are often good at it, it boosts morale, and their productivity goes up significantly (evidenced in one study conducted by Hughes Aircraft).

Business Education Exchange Program—

Conducted as a cooperative joint venture with the Los Angeles Chamber of Commerce, the program is mainly for staff development. Currently it provides for 235 individual teachers and counselors to serve internships in business and industrial organizations all over the community. (The Board approves substitute coverage for the teachers during the days that they are in these internships, fifteen days total, but not sequentially.) The positive staff renewal and development of this program are outstanding. Of course the goal is to give staff that first-hand knowledge they need to teach

Career Education in the classroom. Teachers become sensitized to what the world is really like out there. Several unexpected benefits, though, are worth noting: Acting as educational 'ambassadors,' the interns have been able to come back to the district with valuable information—potential speakers for school programs; surplus supplies we can get free or very inexpensively; oppor-

tunities for campus extension programs, etc. The whole operation for the district costs \$32,000 per year. Broken down programatically, for 80 hours of staff development per intern, it costs \$135 or \$3.40 per hour for a one-to-one staff development program that usually comes back with gifts, supplies, speakers, and often the basis for fine campus extension programs. I needn't emphasize the cost-effectiveness value of this program.

"Community sources of funding. Using funds from various local businesses and foundations provides another opportunity to exercise a high-quality linkage with the opinion-making citizens of the community. That's why it pays to romance the foundations and local business people. They have nice money that is so much better to work with than federal money. One word of warning though: Learn about their budget cycles. Sometimes when you present an idea to a foundation, they tell you that they think it's a marvelous program they'd love to give money for. Only they have already established their budget for the year. No luck this time. So plan ahead so that you can get into their budget cycle; then ask for the money. We have found that to be a successful procedure.

"Here are some examples of programs which are funded or partially funded with community money:

The DOVES Program—Dedicated Older Volunteers for Educational Services. This program costs about \$100,000 (\$40,000 from district funds and \$60,000 from various kinds of foundation funds and small grants from throughout the community). The money provides for coordination of the program and transportation for the volunteers—the retired people of the community. We have over 2,000 retired persons from all walks of life who provide individual tutoring in over 300 of our schools. This is private tutoring—and there are kids who really need it. The shared knowledge of the volunteers has been invaluable to our students and teachers in developing career awareness. It has been a wonderful program for which we won a national award for outstanding volunteer programs.

Traveling Vans—We have several special purpose grants such as our two Standard Oil Corporation grants for \$5,000. One of them provides transpor-

tation funds enabling about 800 inner city youngsters to attend a wide variety of cultural and career-oriented study trips. Another \$5,000 grant supplied a mobile oceanography van—a traveling van in which sea water aquariums are set up. This allows students to be closer in touch with careers associated with oceanography. It has been very useful for instructors and guests giving lectures and demonstrations. It also provides instructional materials for teachers dealing with oceanography.

Career Exposure—This is a special event which occurs annually for a period of eight to ten weeks. It consists of several well-planned field exposure tours for students, supplemented by detailed lessons with background instructional materials that we print for the kids. Here's how we finance it: First we go to an employer and say that we would like to send three groups of about 25 high school students to examine their industry and to learn about many aspects of their operation, and we'd like for them to pay us \$200 for the privilege of receiving these kids. And they do it. Thus we collect about \$25,000 a year from businesses to pay for the instructional materials supplementing the exposure tours. The effort costs the district about \$65,000 which covers the cost of bus transportation, clerical services, and one full-time coordinator. We have a joint venture with the Senior and the Junior Chamber of Commerce, and they help us to gain our entree with some of these employers. This direct articulation provides extensive opportunities to demonstrate our district's management and organizational capabilities and thereby has done much to strengthen the positive perceptions by community opinion makers of *their* schools.

"In sum, I hope that these Career Education samples have helped to illustrate basically four things:

1. Career Education can and does provide extensive opportunities for districts to demonstrate their productive capabilities to a wide range of citizens.
2. Career Education funds can and should be secured from a variety of sources.
3. The strategy of securing funds for Career Education should be a well planned and systematic process.
4. There are no right or wrong Career Education programs, only Career Education programs which best serve the students of your community

as determined jointly by your Board, your staff, and the various segments of your communities."

STAMPS

You never lose power by sharing it

"If you're going to do anything in Career Education it's not *how* you do it that's important. Start. That's the important thing. Get a well thought-out plan and start.

"In Dallas we started in 1968. We were faced with a dilemma: a huge new building costing \$21 million coming out of the ground, and we didn't know what we were going to do with it. Failure was not one of our options, because that building was going to remain as a monument to our stupidity if we did fail—or it was going to be a monument to something else. And that 'something else' was what we were looking for. This unique opportunity to start from scratch led us to discover Career Education Dallas style, two years before Dr. Marland gave Career Education national thrust in 1971.

"A simple principle led us to our plan: We knew that if a school gave citizens a chance to take it easy in education, to achieve less, that school would be met with resounding silence. But if it offered a chance to go in greater depth into something, the school would be inundated with students, parents, and business people. This would be a school which students chose to attend, so it would have to be a school where students could go 'in depth' into subjects.

"There is a stigma sometimes attached to 'vocational' education. There were 180,000 pupils in the Dallas Schools, and we had only one vocational school where a handful of students was going by choice. To me, you can't do something about vocational education unless you can do it for *all* kids, and here we had a whole new facility in which we might do something about vocational education.

"Thus, we embarked on a plan for all kids, a school with a vocational emphasis, a school for the kid who wanted to go in depth into a subject. We knew we had to attract the student who wants to study mathematics at the post-doctoral level as well as the student who wants to study auto mechanics. If we couldn't attract the highly motivated art, music, math, and science students,

then we wouldn't attract the rest without attaching the 'voc ed' stigma to the school. So, we established a system of curriculum 'clusters,' and we put all the 'academic' clusters in the school alongside all of the 'vocational' clusters—side by side, so that the ballet studio was right next to the carpentry shop. Clusters are courses—modules of instruction with a common theme—grouped together to represent 'families of careers.' We envisioned career families which were quite unconventional by regular public school vocational-education standards. Some ideas for clusters which were realized: cosmetology, medical and health careers, interior design, child and youth-oriented careers, aeronautics, and electronics, to name a few.¹⁰ We set as our goal that every program (cluster) must fulfill the many different needs of many different students. That is, a given cluster must be flexible enough to prepare a pupil to either enter work directly, to get further training, or to upgrade the aspirations to go on to the university. We named the school the Skyline Center for Career Development.

"We decided that the school would grow from a school-community partnership, working as a team to create programs that would really make a difference. Our model is the 'collaboration model.' (Deliver me from someone who wants to 'cooperate.' Because 'cooperate' can mean just 'stay out of the way.' I don't want people to cooperate with me, I want people to collaborate with me, if it'll help kids.)

"Now, a well thought-out plan is essential, but developing a collaboration model is not an exact science; it's a whole lot like learning to rollerskate. Part of the time you go where you want to go, and the rest of the time you go where it

takes you. Usually, where collaboration took us turned out to be good places, accounting for part of our success. We learned by our mistakes, and over the years have gained expertise to develop many specific kinds of Career Education programs in Dallas in addition to Skyline.

"To get underway we put together these five elements:

1. *The Skyline Advisory Board.* The first and most important step. 'Volunteers' is a key word here: people who want and need to get involved. We asked the Chamber of Commerce to furnish us 15 decision makers to really get involved. These 15 then recruited 250 more businessmen and women, and we assigned an executive director to head up that group. It was the job of this group to develop goals and placement services for students. They collaborated: They said, 'These are the kinds of competencies we think kids ought to have.' They did one-to-one counseling with the students. They provided paid and non-paid internships for students in businesses. They participated in recruitment of students for the school. They helped with advertising and in promoting the image of the school. We could never have afforded to buy the services they provided. And the key here was that it was real, meaningful involvement, not 'token' involvement. Once the people saw that educators wanted more than token participation from a tame advisory committee, things started happening. Active involvement rather than passive acquiescence gave citizens the concrete opportunity to make decisions and influence results—in effect to change the system in a way that made a difference to kids. We gained a kind of built-in protection against community criticism of outcomes because it was the community itself which was instrumental in determining those outcomes.

"So we had over 250 people from industry and school people communicating in equal partnership to get Skyline underway. It took a lot of care and nurturing to get the teamwork going and keep it going, but we did it, and in doing so found that 'teamwork' enhanced our 'power'—power to provide opportunities for children. We learned that you never lose power by sharing it, that shared power increases a hundredfold. The Advisory Board allowed us to achieve good credibility in the business community with the business people. And once that is established, they can

¹⁰ Here is how it works: One-half of a student's day is spent in the regular high school 'basic' courses: math, science, English, History. The other half of his or her time is spent at the Career Center pursuing courses pertaining to areas of interest (the career clusters). Within each cluster are 'core' modules which everyone takes. Later students branch out into more specialized modules within a cluster chosen according to interest, ambition, and ability. A student may, for example, choose the cosmetology cluster out of sheer interest or curiosity—for personal grooming tips, or just for the fun of it. Or a student may choose it with the intent of preparing for a career in cosmetology—hair dressing, theatrical make-up artistry, fashion designing, etc. Some students attend courses in the electronic cluster to learn to repair small appliances; others to learn to design digital computers. Some clusters have over 100 modules, each designed to meet the specific needs of students.

make things happen. They have the immediate expertise to develop specific programs—expertise often not at an educator's fingertips. Thus grew the idea that we could really profit from acquiring some highly specialized knowledge in developing parts of the curriculum.

2. *Representatives of a knowledge industry.* We hired the Radio Corporation of America (RCA) to come in and help us develop curriculum and design courses for many of the cluster areas in which they had particular skill. It was a superb idea for getting us updated in the knowledge on the state of the art, and it was obvious that they were able to do a far better job than we educators could on developing certain kinds of curriculum. Our hiring RCA was a very good move because we initiated a good rapport with the firm as well as getting some good work out of them. The courses they created were a fine complement to the rest of our program.

3. *The local district curriculum staff.* This group was responsible for coordinating the whole curriculum as well as formulating the more academic clusters and modules of study which RCA did not work on.

4. *The research and evaluation staff.* We felt that it was very important for us to document what we did and to demonstrate that it was good. So we put an eight-person evaluation staff in that building, and they are still there, six years later, to provide decision makers with the data on which we can base our decisions. Evaluation is your best friend, as Carol Aslanian says; it provides the hard data that you can make decisions on but doesn't dictate decisions for you. It surely does give credibility when you can cite evidence (rather than say, 'in my opinion . . .').

5. *The local administrative team.* This team acts as a catalyst to the whole effort, helping the other elements work harmoniously. Working with the collaboration model demanded a participatory management style, which the administrative team worked hard to achieve. It was a good, and successful, experience of shared responsibility. Persons on the administrative team are representatives from the teaching staff, the curriculum coordinators (usually one representative from each cluster group), the director of student activities; a person from the evaluation team, the manager of the Skyline Center, and representatives from a few other entities which volunteered to participate, e.g., the Chamber of Commerce.

"Once we got our program plans underway, it came time to market the concept. Using the collaboration model of five elements interacting, we launched a four-week campaign to market our concept. Participants on the teams did everything from radio talk shows, personal appearances of all kinds with groups of parents and students, to large-scale marketing ventures (RCA assisted in the public relations campaign as part of their contract with the district), and recruiting films. Members of the Skyline Advisory Council were particularly good at presenting Skyline's opportunities in an enticing way for students. Recruiting teams were sent into each junior and senior high school in the district.

"It was a successful venture. We had 4,000 students apply for the 2,000 openings that were there. I call that success—when you can attract and hold a student body voluntarily. And two years later, the program had been so successful that we had a new problem: deciding how to go from Skyline to establish programs in all of the other 18 high schools in the district.

"We expanded gradually with what we called a 'mini career center' concept. We took four of the clusters at Skyline and replicated them at two places. We experimented by trying to achieve a good balance between the highly academic and the highly vocational clusters, and fortunately we succeeded in immediately attracting large numbers of students to the new mini career center programs. It has become a model in all high schools in Dallas now.

"Then things took a new twist. The chairman of our Advisory Committee was instrumental in setting up something called the Dallas Alliance. Last April 7th, the Federal Court took the Alliance plan for desegregating Dallas, adopted it as the Federal Court's Plan, and installed it in Dallas. Essentially the plan is this: seven magnet schools within two miles of downtown Dallas, with programs that are appealing enough to attract kids. The result has been a voluntary racial mix. People said it couldn't be done, but we did it. We opened school, and it was peaceful. Dallas is a peaceful city today.

"You've seen some of the many (and often unexpected) benefits of Career Education in our city. It

was new and exciting, it was easy to get people involved. It had snob appeal. Excited teachers begat excited students who in turn begat turned-on business people, who lent strong support to keep the inner city alive and well. But there is one way that it has been detrimental to us: People got the idea that you have to have a Skyline to have Career Education. And we can't do that. We can't have a Skyline in every location in our district. So we had to stress, and keep on stressing, that Career Education is *not* a building; it's *not* a body of subject matter. It is students, teachers, business people, and parents, together, all contributing their own expertise.

"Richard Warner, a city planner and architect, said it much better: 'A city is education—a classroom without walls, an open university for all people of all ages offering boundless curriculum with unlimited expertise.'

"If we can make our urban environment comprehensible and observable we will have created classrooms with endless windows to the world. Your city can benefit from Career Education. It takes a lot of effort. But it's worth it because it works."

RAYMOND

Time to define and time to plan

Contrary to what some say—that Career Education is best left undefined—Raymond, director of the Center for Career Development of the Mesa Public Schools, Mesa, Arizona, says, "You *must* define it. Definition can be a problem, but the first thing, the very first thing you must do, is decide what Career Education means for your district. There is too much confusion about what it is, and if you don't have a good definition, you are going to have difficulty implementing your policy."

At the NSBA-AASA Career Education Seminars, Raymond spoke to the many concerns of local practitioners about implementing Career Education programs. Her advice, which she refers to as a "potpourri of opinionated do's and don't's," is derived from her several years' experience with Career Education in Mesa.

Her first word of warning—once through the process of definition—is that implementation is not

easy. It takes much sharing of ideas, concerns, and practical solutions to help make it work. But—"a lot of money is not necessary. It doesn't even take much to start. More important than money is *TIME*—time to define and to plan. And time for staff development, an indispensable facet of the program. Teacher know-how and, particularly, attitudes can make or break a program."

Under the heading "Things I Would Do if I Were You," Raymond emphasizes four points:

"Define Career Education for your district early in the program. Define the term, the concepts, the goals, and the outcomes. Include school board members, the administration, and the community in the formulation of the district's definition, because whatever it is, that's what it becomes from an implementation point of view. Be careful, though, not to get too many people involved, lest the definition become unwieldy. Also, don't let the concept become so broad that you can't monitor it. (Accountability, too, is important.) It's important that you distinguish between Career Education and vocational education. Do *not* focus only on occupational information and placement. It's a mistake. Career Education means many other things too. A good place to start is by concentrating on subject relevancy through the concepts of career development.

"Judicious budget and staff development are essential. It does not take much money to start, but fiscal prudence is advised. Be sure that the program you design can be maintained even when the initial funds run dry. Most of the initial money should be spent on good staff inservice. This training is the chief job of your Career Education staff. Most Career Education responsibilities should lie with teachers; it is they, not the special staff person, who will ultimately bring Career Education to students. Don't use career specialists at the school level. A large Career Education staff is costly, unnecessary, and could even be detrimental to the overall program. (In Mesa we have one full-time person, one part-time person devoted exclusively to training, and a part-time person to handle community resources; that is, we have the equivalent of two staff members for Career Education in a district of 30,000 pupils.)

"Good inservice programs can make or break a program. The key here is *time*. It takes time to

train people. Career Education is really just a change in attitude. It doesn't take a lot of curriculum developing or media; it just takes training—gradually. After training, some program development is necessary, but, things really fall into place when teachers are onto the concepts of Career Education. When teachers learn about concepts and student outcomes, Career Education becomes infused into their classrooms, rather than added on. Teachers realize that it's not just career speakers, career days, field trips, but a whole weaving of concepts into the existing curriculum. But you can't do it all in one day. Training cannot be forced or mandated; not everyone will have a commitment to Career Education. Get willing participants at first. Provide the incentive by offering courses for salary credit.

"Let teachers know what, specifically, they are responsible for teaching; do this by defining student outcomes for specific grade levels. Then evaluate programs based on student growth.

"Don't rush. Design the program carefully, don't just jump into it. Do it thoroughly; be cautious, take your time, and do it well."

SHIRLEY

Implementing Career Education Systematically

"Defining is the place to begin," says Shirley, "and staff development is the key." Shirley is coordinator of the Instructional Services Department of the Region 10 Education Service Center, in Texas, which provides service to schools in 81 districts and eight counties. Over the past five years, assistance in implementing Career Education has been given to 30% of the local schools in Region 10.

To help districts implement Career Education, the Service Center has developed a comprehensive, intricate model called ICES (for Implementing Career Education Systematically). ICES assists a local unit, usually in one year's time, to accomplish four tasks:

- determine its Career Education needs, and specify the 'basic learner outcomes' which students should master;
- determine which courses and curricula, at which grade levels, should be responsible

for achieving each 'basic learner outcome';

- develop the needed skills for teachers and staff to conduct Career Education programs and evaluate them;
- identify and organize the needed community resources.

To begin, a management team is formed in each district, consisting of a district-level coordinator and a 'campus' coordinator at each participating school. Once the team is organized, Region 10 staff interacts with them to help them express the desired Career Education 'learner outcomes' that should be achieved. This process involves not only the team but staff, teachers, community, and students as well.

Next, the list of dozens of 'learner outcomes' is sequenced and responsibility for each is assigned to the appropriate grade level and subject areas.

Then, a 'needs assessment' is conducted, asking what is already done and what needs to be done to achieve the learner outcomes.

All of this results in a highly detailed school-by-school, classroom-by-classroom instructional plan for implementing Career Education for students from kindergarten through grade 12.

"Teamwork is all-important," says Shirley. "Career Education is a partnership implying full participation by child, teacher, school administrator, school board, and community. All of these people are essential in planning the program as well as in implementing it."

A more detailed explanation of ICES follows.

ICES includes "a systematic and sequential strategy for infusing Career Education into a local program," says Shirley. "It underscores the partnership aspect of Career Education and addresses the role of all participants. ICES is based on a scheme of several components:

Management System
Scope and Sequence
Comprehensive Needs Assessment
Staff Development
Instructional Planning
Evaluation

It usually takes one year to implement Career Education in a local district using ICES.

Management System. This is the first step. There are five elements to the management system. ICES suggests how to do these things, but each school district adapts them to its needs. These elements are:

The Local District Career Education Team.

This usually consists of a central office administrator devoting 1/3 time to the project, and three teachers, one each at the elementary, junior high, and senior high levels. The project coordinator takes responsibility and is the ultimate decision maker during the project. The teachers assist in planning, aid with inservice, disseminate information, assist other teachers, provide feedback to the coordinator, and serve as master teachers.

The Administrative Management Plan. This is a kind of architect's sketch for the project.

"It is a crucial communications tool with the board, the superintendent, the staff, the community, and the press. Without a written plan, the busy administrator often finds his days and weeks filled with day-to-day routines with little time left for major priorities defined earlier in the school year." ICES suggests the plan should include a rationale for Career Education effort, details about such matters as funding, staff, location and calendar, a narrative description of the project, the expected outcomes of the project, and specific descriptions of what will be done and how.

The Teacher Reporting System. In order for management to keep up to date with the progress of what's happening in the classroom, ICES suggests a system in which teachers submit monthly reports about the number of hours given to classroom instruction, field trips, resource persons, planning time, and preparation of materials.

The Evaluation Design. A separate plan from the management plan, this describes what will be done, when, by whom, to collect data to assist in monitoring, improving, summarizing, and judging the success of the project.

The Community Resource System. ICES suggests establishment of a community advisory and action committee, which functions from the very beginning of the project. One key role of the community committee would be the creation of a Community Resource File which requires a thorough campaign of public contact, letters, questionnaires, evaluation of available resources, publicity, and teacher orientation.

Scope and Sequence. This is the heart of ICES. In the statements that a school district makes about what students should learn (learner outcomes), and the detailed plan a district creates for teaching these learner outcomes, the 'blueprint' is made for all the work that will follow.

ICES has specified 177 'learner outcomes' in nine categories. For example, here are three learner outcomes in the Career Planning and Decision Making category:

"Ability to apply decision-making steps to solving personal problems and career choice."

"Ability to identify sources to help in forecasting demand for career choice."

"Ability to use own resourcefulness to solve personal problems related to career choice."

This laundry list of 177 outcomes forms the basis of discussion with the community, school administrators, school board, students, etc., about what attitudes, skills, and values they believe a school 'leaver' from that district should possess. (See Appendix C for descriptions of the nine categories of learner outcomes.)

ICES presumes that each 'learner outcome' must be addressed three times in the course of a student's years in school. This is called IDE, which stands for Introduce, Develop, and Emphasize. Typically, these three stages correspond to elementary, junior high, and senior high years. But the decision of when and how to teach for each learner outcome must be made by each school district.

To decide which learner outcomes are appropriate, to decide which subject matter areas are appropriate to each learner outcome, and

later to decide which instructional approaches shall be used is a complicated process; it requires gathering opinions and judgments in a systematic way from dozens—even hundreds—of people. ICES accomplishes this through a series of questionnaires and computerized data processing. Then, teachers and curriculum experts must determine how to accomplish each activity.¹¹ This last step is done as part of the Instructional Planning Component.

The result of all this activity is a detailed, thorough, locally-developed curriculum blueprint for Career Education in a school district. In ICES jargon, it's called a District Matrix.

Comprehensive Needs Assessment. There is considerable overlap between this component and Scope and Sequence. Both are begun early in the program since data coming from analysis of both activities is the basis for the whole Career Education program and staff development plan. It is likely that many of the learner outcomes which a district desires for Career Education are already being accomplished in the district. Also, many of the resources which might be applied to Career Education already exist in the district or in the community. Of those things which are not done, or not available, some will be regarded as priorities.

To learn where things stand, what some of the weaknesses in the program are, and what people's priorities for improvement are, Region 10 conducts several studies. Interviews are held with administrators and community employers; questionnaires are given to teachers (to solicit their perceptions of pupils' needs as well as the teachers' background regarding Career Education); tests are administered to students (to determine current levels of understanding in Career Education). Region 10 staff collects the data, tabulates the results,

¹¹ For example, a district might accept the learner outcome "ability to define the term 'goal.'" It might introduce the learner outcome in reading instruction, during grades 2-5, by having a student decide the number of books he can read and report on during a six-week period, then keep a record to show if he accomplished that goal. The outcome might be *Developed* in grades 5-8 in an American History context; there a student might identify the goals expressed in the President's State of the Union message and identify the plan which the President has to accomplish one of these goals. The outcome might be *Emphasized* in an art class, in grades 6-9, where students might discuss and render in a drawing the different goals of a brain surgeon, a corporate manager, and a sculptor.

and prepares a report of findings and recommendations to the local district. The report specifies the need for special materials, for teacher training, for diagnostic testing of students, etc. Coupled with the District Matrix (completed in Scope and Sequence), the Comprehensive Needs Assessment report has strong bearing on preparation for the Staff Development component and the Instructional Planning component.

Staff Development. This is a key component which begins with ICES' earliest contact with a district. Region 10 plans and executes 90% of the staff development program, starting with the superintendent and the central support staff, followed up by a series of contacts with all levels of staff throughout the planning year.

The staff development plan varies from district to district, depending on needs and flexibility of schedule. Once the initial briefing of school district personnel about Career Education has taken place, workshop-style sessions are set up by Region 10 staff to describe: 1) the ICES approach; 2) strategies for implementing Career Education addressing the role of the administrator (central and campus levels), the central support staff (curriculum, instruction, etc.), the counselor, and the classroom teacher; 3) techniques for effectively utilizing community resources; 4) techniques for developing teaching modules for infusing Career Education into the curriculum; 5) specific Career Education materials and programs (film series, printed matter, and other media) and their effective use in the classroom.

Staff development is a gradual process which occurs in stages throughout the year as needs and priorities of the district become known. Inservice training sessions vary in length from an hour (orientation) to three days (teaching the infusion process), usually during release time granted to district staff.

Instructional Planning. This component consists of 1) a strategy for developing a community resource system which educators will have at their disposal; 2) a procedure for identifying, cataloging, and using Career Education materials and community resources; 3) a model for curriculum infusion (dealing with the learner outcomes in the classroom).

ICES provides the management team with a model for devising the instructional program: procedures and forms for conducting a community resources survey; a system for processing and cataloging the survey data; guidelines for developing a community resource file; guidelines for implementing the resource system; suggestions and activities for teachers to follow in using resources in the classroom (field trips and resource persons); ideas for publicizing the resource system; and ideas for orienting the staff in using the community resource system; guidelines and lists of ideas for teachers to use in developing teaching modules to infuse Career Education into the curriculum.

The strategy for a community resources system can be implemented early in the year. It is an important facet of the program, initiating strong community involvement from the start. Citizen committees and volunteers from the community work together to collect data from all corners of the district. Setting up the Community Resource System requires a thorough campaign of public contact, letters, questionnaires, evaluation of available resources, publicity, and teacher orientation. "The results may amaze you," says Shirley, "for as community people and parents become involved, a sense of 'ownership' and pride will occur. Also there is the added bonus of creating good P.R. for your district. The collaborative effort needed to set up the Career Education program enhances community sentiment towards the schools. But, it can be disastrous if poorly managed. Don't involve people in meaningless gestures," recommends Shirley.

"Then, once you have dealt with the 'human' aspect of the resource system," Shirley suggests, "you must deal with the 'material' aspect by establishing methods to identify, catalog, publicize, and use the Career Education resources and materials. Later, of course, the teachers are taught the system as part of the staff development plan."

The strategy for curriculum infusion is developed after data analysis of the Scope and Sequence component. (See footnote 11, page 36). ICS provides in-depth lists with suggestions and plans for specific activities which teachers can do in specific subjects and courses. Later, this approach is presented to staff to help teachers learn to develop their own modules.

'Instructional Application' is ICES' term for the final 'phase' of all of the above activities. Instructional Application is the actual process of classroom teaching. Once through orientation and training, teachers are on their own to creatively use the resources which they have acquired. Management keeps in close contact through the 'Teacher Self-Reporting System' which is "extremely helpful," claims Shirley, for both teachers and administrators. If need be, Region 10 staff and the Career Education team are always prepared to assist teachers, share ideas, and answer concerns, but it is ultimately the teachers who decide how to "marry the learner outcome with the subject matter they are responsible for," says Shirley.

Evaluation. This is a thread running throughout the program, *not* something which is done only at the end of the project. Region 10 staff plans and carries out most of the evaluating through interviews and through pre- and post-tests given to both teachers and students. There are three basic steps in the evaluation process:

1. *Process evaluation.* This is a 'formative' evaluation (see page 39) which begins at the inception of the program, allowing management to "see how things are progressing" at any given time. This is helpful in preparing a mid-year status check of what has been done, and it makes it possible to determine the degree to which stated program goals and objects are being achieved. Good record keeping is a must, as is a clear statement of objectives in measurable terms.

2. *Product evaluation.* Region 10 evaluates the effectiveness of the local district administrative management plan and the teacher-developed teaching modules for Career Education. These evaluations are often helpful to teachers in improving their curriculum strategies, and to management in assessing its progress in coordinating the Career Education program.

3. *Impact evaluation.* This final process is conducted at the beginning and at the end of the school year to assess the degree to which the program has been effective in producing desirable cognitive, affective, and skill gains in students and staff. Region 10 obtains the information through tests administered to both teachers and students. Pre- and post-tests are tailor-made for the local district (using item pools from several commercially designed tests for Career Education). Then the gains are assessed in proportion to the

amount of intervention (length of time the program has been in effect).

To sum up the program, Shirley concludes, "It may sound awesome, but it's not really that complicated. All of the computerization for determining goals and priorities is merely a very quick, effective means to manipulate the data provided by the people. And it takes a very minimal amount of each person's time—a few hours from each individual. It is *not* an impersonal process. It is necessary because, if left entirely up to the teacher to do Career Education, the result is a program that could be ineffective—neither sequential, nor developmental, usually with a lot of repetitious overlaps and gaps. With the systematic approach, you're not taking the human element out at all. Instead, the computer and other instruments are fast ways of getting to the teacher with the specifics which guarantee a usable program which benefits all students.

"We have found that our matrix for infusing Career Education into the curriculum is extremely helpful, despite its elaborate appearance. It actually relieves the anxiety of the teachers. My experience is that teachers have appreciated it because it delineates their minimal responsibility and gives them direction.

"While some may resist the 'systematic approach,' I feel that contrary to being stifling, it's liberating. It is the system that coordinates effort which eventually frees one from 'administralia.'"

ASLANIAN

Evaluation: specify your objectives

While many school districts are bustling with activity in setting up Career Education programs, designing Career Education curriculum, staff development, community involvement, and guidance for students, evaluation of these new programs seems to lag behind. Indeed, a common "problem" with Career Education, say some of its critics, is a dearth of good, accessible means to determine the success of new Career Education programs.

A researcher and evaluator of Career Education programs, Carol Aslanian helped to clear the air regarding evaluation by sharing her expertise with

participants of the NSBA-AASA Career Education Seminars.

"Perhaps the most important thing boards and administrators can do with a new project is to insist that the project planner *specify the intended objectives*. Before any work can take place, the project needs to identify what it intends to accomplish in terms of student outcomes or other purposes. Once these are identified, planning of appropriate curriculum, staff development, coordination of in-school and out-of-school activities, etc., can begin.

"An evaluation should be concerned with several 'target populations,' and they should be specified in the project's objectives. Objectives may be student outcomes only; but they may include objectives for teachers, administrators, the community, or even the school board. It could, for example, be necessary to specify what teachers need to know about occupational areas, what attitudes teachers need to develop about weaving Career Education into their existing curriculum, or what procedures teachers must follow for recruiting community resources.

"*Insistence upon stated objectives will solve some all-too-frequent problems:* Project directors tend to think of activities they will do, rather than objectives. In other words, they tend to plan workshops for teachers, field trips for students, or curriculum development projects without regard to the intended outcomes of these activities. Sometimes, project directors tend to promise all sorts of remarkable gains; stated objectives will help them bring their expectations down to a more attainable level. Intentions tend to be vague and imprecise; stated objectives can prompt specific, clear, observable objectives. Sometimes, project directors tend to avoid being held accountable for anything. Again, stated objectives will help to assure that purposeful activities do happen during a school year.

"Once the project has identified its objectives and specified the activities to be carried out, then logical evaluation questions can be asked. The purpose of the specific evaluation questions will be to answer four general concerns about each objective of the project:

- 1) Has the objective been achieved?
- 2) What was done, in the project, which

contributed most to achieving (or failing to achieve) the objective?

- 3) What attitudes do key personnel, or *target populations*, have toward the activities of the project?
- 4) Are the activities of the project cost-effective?

"To illustrate, if an objective had been to develop new curriculum materials, evaluation questions might address the qualifications of the personnel who are developing the materials, the methods used to develop the materials, the incentives used for personnel to develop the materials, the range of materials, the existence of commercially-developed or other pertinent locally-developed materials, the quality of the materials, and the cost of the materials.

"The design of the evaluation and the questions used should be such that all the interested audiences (e.g., the board, the press, the public), as well as the project staff, have their information needs met. Specific questions are the best for evaluative purposes as they tend to yield more usable information. Care should be taken to plan questions which can be correlated one to another. For example, if an evaluator can know both a student's scores on a Career Education test and the number of hours of Career Education instruction the student received, more useful information will result than if only one of these questions had been asked. Any additional data which can be gained regarding teacher attitudes, teacher background, student achievement in other school subjects, student personal background, etc., would make the evaluation even more effective.

"Good evaluations take advantage of a wide variety of data which might be available. These include testimony and statements by project participants (such as teachers' responses to questionnaire items or administrators' comments during an unstructured interview), students' test scores (on standardized achievement tests, Career Education cognitive tests, or Career Education attitude scales), observations by the evaluator or project staffs (such as observing the number of times a teacher talks about Career Education during a lesson in the classroom), and actual materials (such as curriculum materials which teachers produce or students' assignments which

are supposed to show evidence of Career Education instruction).

"Other concerns about evaluation are such technical but critical matters as sample size and choice of measuring instruments. When samples of people are to be tested or interviewed, boards are wise to remind evaluators that a sample must be both statistically significant and credible; that is, it must seem 'reasonable' to the audiences who will consider the evaluation results. Similarly, questions about both the quality and credibility of tests are important. A board may wish to use either home-made tests or commercially-produced tests, and a board should feel assured that any test used does measure what it purports to. Similarly, the quality and appropriateness of questionnaires, interview guides, observer rating scales, and the like should not be assumed.

"There is a variety of audiences who need to be addressed through Career Education evaluation reports. A number of groups in the school community, in the local community, and at the national level are and should be interested in the project's evaluation findings. These groups include: students, classroom teachers, guidance counselors, librarians, reading specialists, building administrators, district administrators, school boards, parents, community employers, and residents. Each audience requires that the evaluation findings and remarks be written in different kinds of language depending on their background and education, background in evaluation, and their most pressing needs and concerns.

"School boards should not think of evaluation as something that's done just at the end of a project. Particularly for new projects such as those in Career Education, 'formative' evaluations, as well as 'summative' evaluations are important. 'Formative' evaluation brings systematic observation and recording of activities to a project from the very beginning. It is done from the inception of the program as an ongoing means to improve the program as well as to justify continuation if that proves to be wise. 'Formative' evaluation may include such activities as questionnaires, interviews, onsite observations, and review of project documents and materials.

" 'Formative' evaluation will accomplish three things: it will clarify the planning process and

make participants more aware of what is being done and why; it will document what actually has occurred, enable administrators and board members to determine later whether the project proceeded as planned or how it changed; it will provide invaluable information which will allow us to interpret our findings. For example, if the project has positive results, we will want to describe and explain to others how to achieve similar results. If the project has negative results, we will want to describe and explain to others what should be avoided.

"The measure of those positive or negative results, at the end of a project, is the so-called 'summative' evaluation. This might consist of

questionnaires and interviews, but also is likely to include objective or standardized tests of student learning.

" 'Summative' evaluation will accomplish three things: provide information to all project participants, as well as parents, students, and the public, about the project's impact; if positive, justify the continuation or expansion of the project; if negative, help to inform the management decision about continuation, revision, or termination of the project.

"Project evaluations should include formative and summative evaluation reporting; both are crucial to the success of a project."

APPENDICES

APPENDIX A

Biographies

CAROL B. ASLANIAN, assistant director for Career Education, Policy Studies in Education, 475 Park Avenue South, New York, New York 10016, (212) 684-6940.

Aslanian's background in Career Education has been extensive and includes evaluation of the Comprehensive Career Education Model, including the field testing of 45 curriculum units in seven cities; the design and implementation of a Career Education Training Institute for teachers and administrators in grades K-12 in three New York cities; third-party evaluation of the 1975-76 New York State Consortium for Career Education, and a Providence, Rhode Island, study of the career counseling and guidance needs of adults in transition. Aslanian holds a B.S. from Cornell University and an M.Ed. from Harvard University, where she has also done post-graduate work.

DONALD BARR, headmaster at Hackley School, Benedict Avenue, Tarrytown, New York 10591, (914) 631-0128.

Before coming to Hackley in 1975, Barr taught English at Columbia University where he also became assistant dean of engineering and applied science (administering special day programs for gifted elementary and high school students and massive research and treatment programs for high school underachievers). Barr served as headmaster of the Dalton School in New York City for ten years. Barr majored in mathematics and anthropology at Columbia University and took his graduate work in English literature. He is a literary critic and the author of several books including the critical study of American education called *Who Pushed Humpty Dumpty?*

HENRY M. BRICKELL, director, Policy Studies in Education, 475 Park Avenue South, New York, New York 10016, (212) 684-6940.

Brickell was the director of studies and project director of the Institute for Educational Development. Prior to his affiliation with IED, he was associate dean for research and development in the School of Education, Indiana University. He is co-author of *The Davies-Brickell System of School Board Policymaking and Administration*. He received his Ed.D. in administration from Teachers College, Columbia University.

KENNETH B. HOYT, director of the Office of Career Education, Room 3100, R.O.B. #3, Seventh and D Streets, S.W., Washington, D.C. 20202, (202) 245-2284.

Hoyt, on leave from the University of Maryland where he has been a professor of education since 1969, has served as the director of the Office of Career Education, U.S. Office of Education, since 1974. Before joining the University of Maryland faculty, he spent 15 years in the education department of the University of Iowa. Hoyt has held many positions of professional leadership including: president of the American Personnel and Guidance Association (1966-67); chairman of the Commission on Guidance and Vocational Education, NVGA (1970); and member of the National Study of Innovative Practices in Career Education, North Carolina State University (1972-73). Hoyt received his M.S. in counseling and guidance from George Washington University and his Ph.D. in educational psychology from the University of Minnesota. He has written 38 books, monographs, and special papers including *Career Education: Contributions to an Evolving Concept* (1975).

CAROL KIMMEL, past president, National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611, (312) 787-0977.

Kimmel, 1975-77 president of the National PTA, has been involved in local, state, and national PTA work for 29 years. During her term as the National PTA's first coordinator of legislative activity, she initiated

"What's Happening in Washington," an influential legislative newsletter distributed to PTA members throughout the country. Kimmel is a past president of the Rock Island (Illinois) Board of Education and is currently a member of the Illinois Board of Higher Education's Task Force in Education to Teachers and the Task Force to Study the Governance of Higher Education.

SIDNEY P. MARLAND, JR., president, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10015, (212) 582-6210.

Marland was appointed president of the College Entrance Examination Board in 1973. Prior to that he served as the nation's first statutory assistant secretary for education, HEW, and from 1970 to 1972 as U.S. commissioner of education. Prominent among the initiatives taken during his administration was the establishment of the Career Education movement as a high federal priority. From 1948 to 1968 he served as superintendent of schools in Darien, Connecticut; Winnetka, Illinois; and Pittsburgh, Pennsylvania. In 1975, Marland served as chairman of the National Advisory Council for Career Education, and he continues to serve as a member of the Council. Marland is the author of numerous monographs, book contributions, and journal articles; his book entitled *Career Education: A Proposal for Reform* was published by McGraw-Hill in 1974.

WILLIAM F. PIERCE, deputy commissioner for occupational and adult education, U.S. Office of Education, 7th and D Streets, S.W., Washington, D. C. 20202, (202) 245-8795.

Pierce was acting U.S. commissioner of education in the U.S. Office of Education in 1976. Pierce is the recipient of several honors and has received the Office of Education Superior Service Award. Among his special assignments, Pierce has served as chairman for the Federal Interagency Committee on Education Subcommittee on Work and Education; the Implementation Task Force on Education and Training for Minority Business Enterprise; Education and Work Initiative Task Force; and for the Task Force on Making High Schools Truly Comprehensive. In 1976, Pierce became chairman of the U.S. Delegation to the U.S.S.R. on Vocational and Technical Education. Pierce received his B.S. and M.Ed. degrees from the University of California and his Ph.D. from Michigan State University.

CAROLYN D. RAYMOND, director, Center for Career Development, Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203, (602) 962-7522.

Raymond is staff development director and director of the Center for Career Development for the Mesa Public Schools in Arizona. Prior to assuming these responsibilities in 1973 and 1974, respectively, she was director of curriculum development for the Career Education Project of the Center for Career Development. She is also a faculty associate specializing in competency based instruction and curriculum at Arizona State University, where she earned her Ph.D. in counseling and student personnel work.

ROBERT A. SAMPIERI, district coordinator for comprehensive Career Education, Career Education Center, 450 Grand Avenue, Room P-201, Los Angeles, California 90012, (213) 625-6427.

Sampieri has been with the Los Angeles Unified School District for 18 years. For the past years, Sampieri has served as the superintendent's representative to the Citizen's Management Review Committee, which was created by the Board of Education to examine the management of the district, recommend improvements, and assist the district in its budget analysis and related activities with the state legislature and governor. Prior to this responsibility, Sampieri was the district's director of the Comprehensive Career Education Model. This model was a research and development effort which focused upon ten target schools serving over 10,000 elementary, junior high, and senior high school students. Sampieri earned his B.A. in social science at the University of California (Los Angeles) and his M.A. in educational methodology at the University of California (Northridge).

JOHN C. SHIRLEY, coordinator of Career Education, Region 10 Education Service Center, P.O. Box 1300, Richardson, Texas 75080, (214) 231-6301.

Shirley is currently serving as the coordinator for the Region 10 Education Service Center (ESC) in Richardson, Texas. Before joining the Region 10 staff, he was employed as a university student personnel administrator, public school counselor, and an elementary and secondary classroom teacher. He is currently pursuing a doctorate in educational administration. Since 1972, Shirley has provided extensive consultant services for many educational agencies including the United States Office of Education in the areas of planning, developing, and implementing Career Education program strategies, staff development, curriculum development, and evaluation.

B. J. STAMPS, assistant superintendent-instructional services, Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204, (214) 824-1620.

Stamps has performed extensive consulting activities, his most recent being at Ohio State University in vocational education research. His publications have appeared in the *American Vocational Journal* and the *NASSP Bulletin*. He has made numerous speaking engagements relative to Career Education and was a speaker at the Educational Testing System Conference on Career Education in Washington, D.C. in 1972. Also in 1972, he was named assistant superintendent-Career Education (occupational and adult programs) in Dallas. Stamps has been designated deputy assistant superintendent in charge of Skyline Complex, Dallas.

APPENDIX B

Some Career Education Project Summaries

Since 1971, Policy Studies in Education (PSE) has been involved in over 75 local, state, and federal elementary, secondary, community college, and university Career Education programs in 15 states. PSE has primarily served as the third-party external evaluator of these programs. In the past two years, PSE has been able to focus many of its evaluation efforts on measuring students' Career Education knowledge and attitudes—one real yardstick by which educational programs need to be judged. In a number of Career Education programs where we measured student learning in 1975-76, we were able to find significant differences in the cognitive (knowledge) and affective (attitudes) Career Education learning of program and non-program students. Here are summaries of data analyses which give important testimony on behalf of the Career Education movement nationwide.

... K-12 Infused Curricula

PSE found that a comprehensive program of infused Career Education such as the Ohio Career Development Programs funded by a VEA Part D grant in 1975-76 can produce positive significant gains in both cognitive and affective Career Education learning of third, sixth, eighth, and tenth grade students. PSE makes these statements based on statistical comparisons of program students to non-program students on pre-tests and post-tests administered in the Cincinnati, Cleveland, and Springfield City School Districts in Ohio. PSE found that students were learning more about themselves, more about the world of work, more about job opportunities, and more about making good career decisions. The tests used with approximately 1,300 program students and approximately 430 non-program students in each city were based on the seven Ohio career developmental areas: economics, self, individual and environment, education and training, employability and work adjustment, world of work, and decision making.

... Elementary Social Studies Curricula

The social studies curriculum in all Syracuse elementary schools is made up of 28 Life Centered Curriculum Career Education units which focus on self-awareness, career awareness, and educational awareness. PSE developed and used tests for all 28 units with Syracuse students, and 17 of these tests were selected for statistical analysis. For 16 of the 17 tests—or 94% of the tests—student performance on the post-test was significantly higher than student performance on the pre-test. Generally, the change was substantial, thus pointing to the effectiveness of these locally developed units.

... Arts Skills Programs

PSE also tested student learning gained as a result of participation in an intensive (three hours daily after school) Career Education and arts skills development program funded by the Rhode Island State Council on the Arts and held in the Pawtucket, Rhode Island, school district during 1975-76. Both students enrolled in this program and their parents showed increasingly positive attitudes toward and understanding of careers in the arts (visual art, dance, music, theatre, and writing) and evidenced greater knowledge of the life styles, education and training, rewards, and responsibilities of artists. This Project, refunded for 1976-77, is now allowed to conduct its program during school hours and to give students school credit for participation—two significant achievements for any beginning project.

... Guidance Curricula

Two of PSE's 1975-76 projects—Career Education Responsive to Every Student Model Project (Ceres, California) and Rural Districts Career Concept Focus Plan (Spencer-Van Etten, Odessa-Montour, and Can-

dor) of the New York State Consortium for Career Education—have produced their own seventh and eighth grade Career Education guidance units which were tested with students in 1975-76.

After participation in the Ceres-developed *Seventh Grade Guidance and Career Awareness* unit, students did show significantly improved learning of Career Education information such as: identification of students' personal interests and abilities, the relationship of these to the choice of a future job, and ways to obtain basic information on careers.

After participation in the eighth grade version of this guidance unit, *Career Guidance, Exploration, and Planning*, a highly significant difference was found between the scores of the Ceres' eighth graders and those in a non-program group. The Ceres' eighth graders showed significantly more Career Education knowledge about: their interests and their abilities, the relationship of these to the world of work, and their understanding and use of the decision-making process.

For both the seventh and eighth grade guidance courses developed by the Rural Districts, the difference in scores between the program and non-program students was statistically significant. Some of the items which discriminated best between the program and non-program students were those concerned with: self-concepts, self-knowledge, values clarification, and how these kinds of increased self-understanding affect career choices.

... Simulation Centers for the Neurologically Impaired

PSE created a "Career Development Inventory" for the Pascack Valley Council for Special Education Career Development Program in 1975-76 to measure student learning of the following kinds of Career Education concepts by neurologically impaired students: realistic decision making relative to career planning (career awareness, self-awareness, development of realistic career aspirations); emotional development (cooperation with others, acceptance of criticism and direction, willingness to learn new and/or different techniques, display of initiative); and performance skills (neatness, accuracy, speed, task completion and independence, punctuality). The students showed highly significant pre-test to post-test positive gains in cognitive learning, affective learning, and performance skills. The levels of statistical significance indicated that the program was very successful in reaching its neurologically impaired students and providing them with good experiences enabling them to show positive gains over a period of time.

... Internship Programs

High school students involved in an intensive internship program (approximately four weeks full-time) in Port Chester, New York, showed increased positive attitudes toward and knowledge of the world of work and better understanding of the requirements, rewards, duties, and responsibilities of workers in the career field they investigated. A similar program was conducted in Rockland County (one of the New York State Consortium for Career Education sites), and similar positive results were found.

... Equity Flavored Lessons

In Maple Heights, Ohio, equity Career Education/Career Education program students in the third, sixth, eighth, and tenth grades were able to show highly significant pre-test to post-test positive gains in their knowledge of regular Career Education as well as of the following kinds of equity Career Education concepts: non-traditional roles and stereotyped roles for women and men; job discrimination; stereotyped personal characteristics for women and men; attitudes and facts about working wives and mothers; racial and age discrimination; biases about education for boys and girls; legislation and legalities; and women in supervisory roles.

Highly significant positive differences were also found for third and sixth graders on the affective (attitudinal) portion of the test. While no treatment effect was evidenced in the affective portion of the test for eighth and tenth graders, it is generally known that it is much harder to change attitudes than it is to in-

crease factual knowledge of student populations. Furthermore, it is not surprising that the attitudes of the older eighth and tenth graders would be more rigid and thus harder to change than those of elementary students.

. . . Vocational-English Courses

Another part of the Ceres, California, program is a Ceres-created Auto-English class, a kind of Career Education/vocational education/English course designed to combine the learning of auto mechanics and traditional English subject matter (such as grammar, spelling, and word usage). Those students enrolled in Auto-English were able to show superior test performance over two non-program groups—one class of regular auto mechanics students and one of regular English class students. In fact, the Auto-English program evidenced its superiority despite the limitations of the students enrolled in it in language and reading ability in comparison with the regular English class students.

APPENDIX C

ICES—Career Education Basic Learner Outcome Categories

<i>Category</i>	<i>Outcomes were included in this category if they dealt with</i>
I. CAREER PLANNING AND DECISION MAKING	Goal setting; understanding the importance of a planning process; assistance in decision making; career choice
II. CAREER INFORMATION	Identification of sources of occupational information; obtaining information about careers
III. JOB ACQUISITION AND RETENTION	Skills that one should have to locate and interview for a specific job; skills and understandings that one should have to remain employed
IV. ATTITUDES AND APPRECIATION FOR CAREER SUCCESS	Attitudes toward work; feelings about task accomplishment
V. SKILLS IN HUMAN RELATIONSHIPS FOR CAREERS	Interpersonal relationships; group dynamics; attitudes toward the possession of human relationship skills
VI. SELF-INVESTIGATION AND EVALUATION FOR CAREER SUCCESS	Examination of self in relation to careers; assessment of self-concept; appraisal of interests and capabilities
VII. PERSONAL/WORK/ SOCIETAL RESPONSIBILITIES	Citizenship; relationship with responsibilities to fellow men, job, etc.
VIII. ECONOMIC FACTORS INFLUENCE CAREER OPPORTUNITY	Understanding how various economic conditions affect a person; how a person interacts in the economy
IX. EDUCATION/CAREER OPPORTUNITY RELATIONSHIPS	Understanding the relationship of education (formal or informal) to career opportunities; understanding the relationship of education or training to specific job requirements; the student's attitude toward education or learning and career opportunities